

## English Reading Curriculum

'Reading allows us to be transported from our own world to another. Between the pages of a book, we can become immersed in the lives of fictional characters and learn about a culture entirely different from our own. We can also learn new words and phrases, experience a range of emotions, and acquire skills and knowledge'.

At Bursley, we aim to foster a love for reading in every single child, no matter what stage of education they are at. Reading is essential to the whole child's learning; it is the key that children can access further knowledge in all other subjects. It is essential that it is taught well and given strategic importance. It is also important that children develop a love of reading, in all its forms, alongside decoding and fluency skills. Reading aloud to children is a priority, alongside giving children a wide range of opportunities to access reading in a variety of ways: whole class reading, group reading, independent reading and story time.

### Reading for Pleasure

Reading for pleasure is a vital part of every child's educational entitlement. Developing a love of reading has huge benefits for children, contributing to pupils' educational achievement across the curriculum in addition to providing a lifetime of enjoyment. With so much competition for children's time and attention it is vital that we embed a culture of reading into the core of what we do as a school, helping every child to become a lifelong reader.

As part of our curriculum we will provide:

- ◆ A belief that every child can develop a love of reading, regardless of their ability and background.
- ◆ A rich and stimulating environment which encourages the love of reading. This includes dedicated space within key stage areas, classrooms (EYFS / KS1) and our wonderful school library.
- ◆ A wide selection of high quality texts that inspire children of all backgrounds to engage with reading for pleasure.
- ◆ Adults who model a love a reading and who regularly read with the class for no other purpose than to simply enjoy the journey of a good book together.
- ◆ Opportunities to engage children in the choice of books we read using class votes, pupil voice and pupil interest
- ◆ Time in class, where children can read for pleasure (ERIC)

It is important to us that children develop a passion for reading, not only for academic benefits, but the mental health and well-being benefits also.

## Sequencing – Outcomes

	Word Reading	Comprehension	Whole Class Text Ideas These will be inter-changeable based on children's interest and where the learning takes us
<b>Year 1</b>	<ul style="list-style-type: none"> <li>○ Apply 'phonics' to all the letters and combination of letters (phase 5)</li> <li>○ To blend letter sounds and read aloud phonetically</li> <li>○ Read Year 1 common exception words accurately</li> <li>○ Re-read books to build up fluency and confidence</li> </ul>	<ul style="list-style-type: none"> <li>◆ To understand what is read by you and others</li> <li>◆ Tell someone a story that you have read</li> <li>◆ Know common fairy stories and traditional tales</li> <li>◆ Join in with repeated phrases</li> <li>◆ Take turns to read and to listen to others reading</li> <li>◆ Read poems and remember some of them</li> <li>◆ Use the pictures to help understanding</li> <li>◆ Remember the meaning of some new words</li> <li>◆ Start to say what you think will happen next</li> <li>◆ To introduce VIPERS – using retrieval and vocabulary initially</li> </ul>	<p><b>Stories with Familiar Settings</b> - The Colour Monster goes to School</p> <p><b>Fairy Tales</b> - The Gingerbread Man, The Ugly Duckling,</p> <p><b>Predictable &amp; Patterned language</b> - Hairy McLairy from Donaldson's Dairy – Lynley Dodd</p> <p><b>Same Author</b> - Eric Carle – The Very Hungry Caterpillar, The Very Busy Spider, The Mixed Up Chameleon</p> <p><b>Cultural</b> - Handa's Surprise -Eileen Browne, We're Going on a Lion Hunt - David Axtell,</p> <p><b>Fantasy Characters</b> - Room on the Broom - Julia Donaldson, Aliens Love Underpants – Clare Freedman</p> <p><b>Poetry</b> - Abbie Farwell Brown – Friends, The Fisherman Edward Lear – An Alphabet</p>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>○ Make sure phonics knowledge is secure</li> <li>○ Apply spelling patterns and start to recognise whole words (phase 6 phonics)</li> <li>○ Read Year 2 common exception words fluently</li> <li>○ Read most words accurately without obvious blending</li> <li>○ Read aloud sounding out unfamiliar words (use your phonics to help)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Understand what is read and correct reading if there are mistakes</li> <li>◆ Know a wider range of fairy tales, traditional stories and poems</li> <li>◆ Talk about what you are reading, have been read and listened to being read</li> <li>◆ Read a range of non-fiction books with different layouts</li> <li>◆ Continue developing VIPERS skills to understand the terms               <ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Inference</li> <li>○ Prediction</li> <li>○ Explain</li> <li>○ Retrieve</li> <li>○ Sequence</li> </ul> </li> </ul>	<p><b>Stories with Familiar Settings</b> -How to Hide a Lion at School – Helen Stephens</p> <p><b>Traditional Tales</b> - Goldilocks and the Three Bears, The Enormous Turnip, Three Billy Goats Gruff,</p> <p><b>Predictable &amp; Patterned language</b> - Bringing the Rain to Kapiti Plain - Verna Aardema, The Ugly Five – Julia Donaldson</p> <p><b>Same Author</b> – Benji Davis – The Storm Whale, Tad</p> <p><b>Cultural</b> - Anansi and the Box of Stories: A West African Folktale - Dr Stephen Krensky,</p> <p><b>Fantasy Worlds</b> - The Great Dragon Rescue - M. P. Robertson,</p> <p><b>Poetry</b> - Christina Rossetti – The Wind, What is Pink? The Caterpillar</p>

	<ul style="list-style-type: none"> <li>○ Re-read books to improve fluency and confidence• Read fluently more than 90 words per minute from your reading book</li> </ul>		
<b>Year 3</b>	<ul style="list-style-type: none"> <li>○ Use phonic knowledge to decode words quickly and accurately</li> <li>○ Know a range of prefixes and suffixes and be able to read them aloud</li> <li>○ Read Year 3 common exception words</li> </ul>	<ul style="list-style-type: none"> <li>◆ Understand the texts read and ask questions to help understanding</li> <li>◆ Explain the meaning of words in the texts read and summarise in your own words what you have read</li> <li>◆ Start to experience a wider range of books, including fiction, nonfiction, poetry and plays – either reading to yourself or listening to others reading</li> <li>◆ Find information from the texts which you have read</li> <li>◆ Use a dictionary to check meaning of words</li> <li>◆ VIPERS skills to understand the terms               <ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Inference</li> <li>○ Prediction</li> <li>○ Explain</li> <li>○ Retrieve</li> <li>○ Summarise</li> </ul> </li> </ul>	<p><b>Issues &amp; Dilemmas</b> – The Angel of Nitshill Road – Anne Fine, The Colour of Home - Mary Hoffman</p> <p><b>Significant Author</b> – The Firework Maker’s Daughter – Phillip Pullman , Fantastic Mr Fox - Roald Dahl</p> <p><b>Poetry</b> –The rain forest grew all around - Suzanne K Mitchell, The Tin Forest – Helen Ward, Firecrackers - Zaro Weil (Haiku, Tanka, Kenning), Robert-Louis Stevenson – Windy Nights, Edward Lear – The Owl and the Pussycat</p> <p><b>Historical Settings</b> – Stone Age Boy – Satoshi Kitamura, Woolly Mammoth – Mick Manning</p> <p><b>Cultural</b> - Mufaro's Beautiful Daughters An African Tale John Steptoe, Gregory Cool - Caroline Binch</p> <p><b>Myths &amp; Legends</b> - The Ancient Greek Mysteries – Saviour Pirotta &amp; Freya Harta, Beasts of Olympus: Beast Keeper – Lucy Coats &amp; David Roberts</p>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>○ Use phonic knowledge to decode words quickly and accurately</li> <li>○ Know a wider range of prefixes, suffixes and root words</li> <li>○ Read Year 4 common exception words</li> </ul>	<ul style="list-style-type: none"> <li>◆ Understand what you are reading and be able to explain the meaning of the words used</li> <li>◆ Ask questions based on your reading</li> <li>◆ Identify the main themes from a text which are longer than one paragraph</li> <li>◆ Experience a wider range of books, both by reading and by listening to them; including: a range of fiction, plays, poetry, nonfiction and reference</li> <li>◆ Take part in discussions about books by speaking and listening</li> </ul>	<p><b>Adventure</b> - Podkin One-Ear – Kieran Larwood, The Train to impossible places PG Bell, Sky Pirates - Alex English</p> <p><b>Significant Author</b> – Digging a hole to heaven - SD Nelson, The Ice Palace – Robert Swindells</p> <p><b>Poetry</b> - Fire Burn, Cauldron Bubble- Paul Cookson, Lewis Carroll – The Crocodile, AA. Milne – Wind on the Hill,, RobertLouis Stevenson – Foreign Lands, From a Railway Carriage</p> <p><b>Historical Settings</b> - Escape from Pompeii – Christina Bali</p> <p><b>Cultural</b> - Indian in the cupboard - Lynne Reid Banks, The Story Thief (White Wolves: Stories from Different</p>

		<ul style="list-style-type: none"> <li>◆ Find information from the texts which you have read</li> <li>◆ VIPERS skills to understand the terms               <ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Inference</li> <li>○ Prediction</li> <li>○ Explain</li> <li>○ Retrieve</li> <li>○ Summarise</li> </ul> </li> </ul>	<p>Cultures) – Andrew Fusek Peters  <b>Myths &amp; Legends</b> - The Viewer - Gary Crew, Secret of the Egyptian Curse - Scott Peters, Ancient Egypt: Tales of Gods and Pharaohs-Marcia Williams</p>
<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>○ Know a greater range of prefixes, suffixes and root words and understanding the changes in meaning</li> <li>○ Read aloud with confidence, fluency and expression</li> <li>○ Read most of the Year 5 and 6 common exception words</li> </ul>	<ul style="list-style-type: none"> <li>◆ Understand what you are reading and discuss the meanings of words in context</li> <li>◆ Ask questions about reading to improve understanding</li> <li>◆ Share your own ideas about what you read and be able to back them up with examples from the texts</li> <li>◆ Continue to read a wide range of types of books and texts including myths, legends, traditional stories, modern fiction, classic fiction, books from other cultures and traditions</li> <li>◆ Compare different books</li> <li>◆ Discuss themes across a range of books or texts</li> <li>◆ Know the difference between fact and opinion</li> <li>◆ Learn some poems by heart</li> <li>◆ Read and perform poems and plays aloud</li> <li>◆ Infer characters' feelings, thoughts and motives from reading</li> <li>◆ Talk about how authors use language and structure to add to the meaning</li> <li>◆ VIPERS skills to understand the terms               <ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Inference</li> <li>○ Prediction</li> <li>○ Explain</li> <li>○ Retrieve</li> </ul> </li> </ul>	<p><b>Mystery/Thriller</b> - The Storm Keeper's Island Catherine Doyle  <b>Significant Authors</b> –Who Let The Gods Out - Maz Evans OR The Beast of Buckingham Palace - David Walliams.  <b>Poetry</b> – Leisure – William Henry Davies, The River – Valerie Bloom, The Same Inside - Liz Brownlee, Roger Stevens, Matt Goodfellow, Walter De La Mare – The Listeners, The Witch - Mary Elizabeth Coleridge Lewis Carroll – The Jabberwocky, Edgar Allen Poe - The Raven, Lewis Carroll –The Walrus and The Carpenter  <b>Historical Settings</b> – The Buried Crown - Ally Sherrick OR Anglo-Saxon Boy-Tony Bradman  <b>Cultural</b> –The boy at the back of the Class – Onjali Rauf  <b>Myths &amp; Legends</b> - Middleworld (Jaguar Stones) - J&amp;P Voelkel</p>

<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>○ Know a greater range of prefixes, suffixes and root words and understand the changes in meaning.</li> <li>○ Read these aloud with accuracy, confidence, fluency and expression.</li> <li>○ Read all of the Year 5 and 6 common exception words</li> </ul>	<p style="text-align: center;">○ Summarise</p> <ul style="list-style-type: none"> <li>◆ Understand what you are reading and discuss the meanings of words in context</li> <li>◆ Ask questions about reading to improve understanding</li> <li>◆ Continue to read a wide range of types of books and texts including myths, legends, traditional stories, modern fiction, classic fiction, books from other cultures and traditions</li> <li>◆ Compare different books</li> <li>◆ Discuss themes across a range of books or texts</li> <li>◆ Know the difference between fact and opinion</li> <li>◆ Learn a range of poems by heart</li> <li>◆ Perform by reading aloud using your voice to convey meaning</li> <li>◆ VIPERS skills to understand the terms               <ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Inference</li> <li>○ Prediction</li> <li>○ Explain</li> <li>○ Retrieve</li> <li>○ Summarise</li> </ul> </li> </ul>	<p><b>Dark/Magical</b> –The Lion, the Witch and the Wardrobe – CS Lewis, Eren – Simon P Clark  <b>Significant Authors</b> – Harry Potter and the Philosopher’s Stone – JK Rowling  <b>Poetry</b> – Alfred Lord Tennyson – The Lady of Shallot, Charge of the Light Brigade, the Eagle, Rudyard Kipling – If, Alfred Noyes – The Highwayman  <b>Historical Settings</b> – She Wolf – Dan Smith  <b>Cultural</b> - Journey to Jo'burg - Beverley Naidoo  <b>Film Narrative</b> - Goodnight Mr Tom – Michelle Magorian</p>
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## Assessment

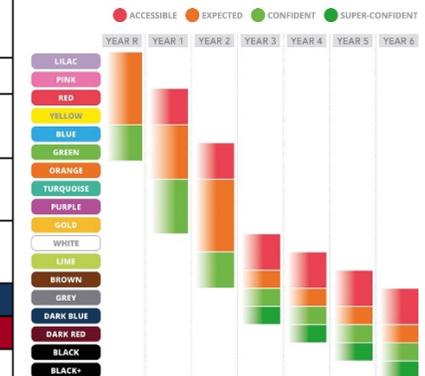
### Reading Book Bands and Levels

A child's attainment level will be determined by the child's **reading fluency level** and their **comprehension skill level (both written and verbal)**. The weighting for each will be dependent of the KS. KS1 will have a heavier weighting in fluency (and phonetic knowledge), whereas this balance will shift to a more formal written comprehension reading level by the end of KS2 (in line with national testing).

The reading book band levels are listed below, but it is important to note that this is not an exact science. When considering a child's reading level, all of the assessment criteria will need to be taken into account and a justification provided for the differing reading band level.

Book Band Colour	Reception	Year 1	Year 2
Lilac - Phase 1	Little Wandle programme		
Pink - Phase 2			
Blue - Phase 3			
Green - Phase 4			
Orange - Phase 5			
Turquoise			Y2 WT / Y1 emb
Purple			Y2 WT+ / Y1 GDS
Gold			Y2 WA+
White			Y2 WA+
Lime			Y2 GDS
Free Readers		Y2 GDS	

Book Band Colour	Y3	Y4	Y5	Y6
White	Y2 WA+			
Lime	Y3 WT / Y3 WT+			
Brown	Y3 WA+	Y3 WA+ / Y4 WT (+)		
Grey	Y3 emb / GD	Y4 WA (+)	Y4 WA+ / Y5 WT (+)	
Dark Blue		4 emb / GD	Y5 WA (+)	
Dark Red				Y6 WA (+)
Free Readers				Y6 emb/GD



## Assessment Timetable

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1 Baseline Assessments</b>	<ul style="list-style-type: none"> <li>➤ Phonics assessments – sound and word checks</li> <li>➤ Book band level checks</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sound checks</li> <li>➤ CEW checks</li> <li>➤ Book band level checks</li> <li>➤ GL – PTE 5 (paper)</li> </ul>	<ul style="list-style-type: none"> <li>➤ CEW checks</li> <li>➤ Twinkl Y1 Term 3 paper 1 – as a baseline</li> <li>➤ Book band level checks</li> </ul>	<ul style="list-style-type: none"> <li>➤ CEW checks</li> <li>➤ Twinkl Y2 2019 paper</li> <li>➤ GL – NGRT</li> <li>➤ Book band level checks</li> </ul>	<ul style="list-style-type: none"> <li>➤ CEW checks</li> <li>➤ Twinkl Y3 Term 3</li> <li>➤ GL – NGRT</li> <li>➤ Book band level checks</li> </ul>	<ul style="list-style-type: none"> <li>➤ CEW checks</li> <li>➤ Twinkl Y4 Term 3</li> <li>➤ GL – NGRT</li> <li>➤ Book band level checks</li> </ul>	<ul style="list-style-type: none"> <li>➤ CEW checks</li> <li>➤ SATs past paper Reading 2016</li> <li>➤ GL – NGRT</li> <li>➤ Book band level checks</li> </ul>
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>➤ Phonics assessments – sound and word checks</li> <li>➤ Book band level checks</li> </ul>	<ul style="list-style-type: none"> <li>➤ Phonics screener 2014</li> <li>➤ Sound checks</li> <li>➤ CEW checks</li> <li>➤ Book band level checks</li> </ul>	<ul style="list-style-type: none"> <li>➤ CEW checks</li> <li>➤ SATs past paper Reading 2016 (paper 1 only)</li> <li>➤ Book band level checks</li> </ul>	<ul style="list-style-type: none"> <li>➤ CEW checks</li> <li>➤ Twinkl Y3 Term 1</li> <li>➤ Book band level checks</li> </ul>	<ul style="list-style-type: none"> <li>➤ CEW checks</li> <li>➤ Twinkl Y4 Term 1</li> <li>➤ Book band level checks</li> </ul>	<ul style="list-style-type: none"> <li>➤ CEW checks</li> <li>➤ Twinkl Y5 Term 1</li> <li>➤ Book band level checks</li> </ul>	<ul style="list-style-type: none"> <li>➤ CEW checks</li> <li>➤ SATs past paper Reading 2017</li> <li>➤ Book band level checks</li> </ul>
<b>Spring 1</b>	<ul style="list-style-type: none"> <li>➤ Phonics assessments – sound and word checks</li> <li>➤ Book band level checks</li> </ul>	<ul style="list-style-type: none"> <li>➤ Phonics screener 2015</li> <li>➤ Sound checks (if required)</li> <li>➤ Twinkl Aut 1 paper (where appropriate)</li> <li>➤ Book band level checks</li> </ul>	<ul style="list-style-type: none"> <li>➤ <i>SATs past paper Reading 2017 (paper 1 only) – suggested not essential</i></li> <li>➤ Book band level checks</li> </ul>	<ul style="list-style-type: none"> <li>➤ GL – NGRT</li> </ul>	<ul style="list-style-type: none"> <li>➤ GL – NGRT</li> </ul>	<ul style="list-style-type: none"> <li>➤ GL – NGRT</li> </ul>	<ul style="list-style-type: none"> <li>➤ GL – NGRT</li> </ul>
<b>Spring 2</b>	<ul style="list-style-type: none"> <li>➤ Phonics assessments – sound and word checks</li> <li>➤ Book band level checks</li> </ul>	<ul style="list-style-type: none"> <li>➤ Phonics screener 2016</li> <li>➤ Phonics screener 2017</li> <li>➤ CEW checks</li> <li>➤ Book band level checks</li> </ul>	<ul style="list-style-type: none"> <li>➤ SATs past paper Reading 2018</li> <li>➤ CEW checks</li> <li>➤ Book band level checks</li> </ul>	<ul style="list-style-type: none"> <li>➤ CEW checks</li> <li>➤ Twinkl Y3 Term 2</li> <li>➤ Book band level checks</li> </ul>	<ul style="list-style-type: none"> <li>➤ CEW checks</li> <li>➤ Twinkl Y4 Term 2</li> <li>➤ Book band level checks</li> </ul>	<ul style="list-style-type: none"> <li>➤ CEW checks</li> <li>➤ Twinkl Y5 Term 2</li> <li>➤ Book band level checks</li> </ul>	<ul style="list-style-type: none"> <li>➤ CEW checks</li> <li>➤ SATs past paper Reading 2018</li> <li>➤ Book band level checks</li> </ul>
<b>Summer 1 Y2 and Y6 SATs</b>	<ul style="list-style-type: none"> <li>➤ Phonics assessments – sound and word checks</li> <li>➤ Book band level checks</li> </ul>	<ul style="list-style-type: none"> <li>➤ Phonics screener 2018</li> <li>➤ Phonics screener 2019</li> <li>➤ Book band level checks</li> </ul>	<ul style="list-style-type: none"> <li>➤ SATs past paper Reading 2019 (paper 1 and 2)</li> <li>➤ SATs paper Reading 2021</li> </ul>				<ul style="list-style-type: none"> <li>➤ <i>SATs past paper Reading 2019 (paper 1 and 2) suggested not essential</i></li> <li>➤ SATs paper Reading 2021</li> </ul>
<b>Summer 2</b>	<ul style="list-style-type: none"> <li>➤ Phonics assessments – sound and word checks</li> <li>➤ Book band level checks</li> </ul>	<ul style="list-style-type: none"> <li>➤ Phonics screener 2021</li> <li>➤ Twinkl 2019 Year 1 paper (where appropriate)</li> <li>➤ CEW checks</li> <li>➤ Book band level checks</li> <li>➤ GL – PTE 6 (paper)</li> </ul>	<ul style="list-style-type: none"> <li>➤ CEW checks</li> <li>➤ Book band level checks</li> <li>➤ GL – NGRT (computer)</li> </ul>	<ul style="list-style-type: none"> <li>➤ CEW checks</li> <li>➤ Twinkl Y3 Term 3</li> <li>➤ GL – NGRT</li> <li>➤ Book band level checks</li> </ul>	<ul style="list-style-type: none"> <li>➤ CEW checks</li> <li>➤ Twinkl Y4 Term 3</li> <li>➤ GL – NGRT</li> <li>➤ Book band level checks</li> </ul>	<ul style="list-style-type: none"> <li>➤ CEW checks</li> <li>➤ Twinkl Y5 Term 3</li> <li>➤ GL – NGRT</li> <li>➤ Book band level checks</li> </ul>	<ul style="list-style-type: none"> <li>➤ CEW checks</li> <li>➤ GL – NGRT</li> <li>➤ Book band level checks</li> </ul>

## The Teaching of Reading Fluency

It is important to understand the importance of addressing reading fluency throughout a child's school life. A child will need to read and re-read captions, sentences, passages, texts and books. In the early stages of their learning, they will be supported in spotting and identifying common exception words and they will be taught to blend the graphemes using the approaches taught in their phonics lessons. They will then be given guidance on how to apply this when reading a book or text.

To help support parents with reading at home, **every** key stage team will be responsible for providing support for them. This could come in many forms (parental workshop, videos, booklet), but it must suit the needs of the parents and learners within the given KS.

## Book Band Schemes

In the Foundation Stage, our readers follow the Little Wandle '**Big Cat Phonics**' reading scheme in line with our phonics programme 'Little Wandle Letters and Sounds'. As children progress through the school, we want to ensure we promote a wide range of book styles and interest, therefore we have designed our very own book band scheme to fit the needs and the interests of our learners. In Year 1 children will use the Little Wandle '**Big Cat Phonics**' books used in line with our phonics scheme – these books are in stages which will link to the children's phonetic stage of learning. Class teachers will ensure children have the correct book for the sounds they are working on at that stage, utilising the Little Wandle assessment tracker.

## EYFS:

- Reading in EYFS is done in groups using the Little Wandle Big Cat phonics books
- Individual reading is also done when the class teacher identifies pupils who need additional support or who are not reading as frequently outside of school as others so therefore not having as much 'reading experience'
- Children choose a story to read each day

## KS1

- Reading in Year 1 is done in groups using the Little Wandle Big Cat phonics books
- Individual reading is also done when the class teacher identifies pupils who need additional support or who are not reading as frequently outside of school as others so therefore not having as much 'reading experience'
- (Individual readers will need to be read with 3 or more times per week). This will be a text chosen from the Little Wandle scheme inline with their Little Wandle assessments.
- Y1 children will keep their Little Wandle book, following the reading sessions with their class teacher, to be read at home, with an expectation of at least 3 times. This will then get replaced with a new book the following week.
- The focus on individual reading with the Little Wandle book at the child's phonetic level will be fluency and prosody, then comprehension

- Children in Year 2 will read with an adult at least once a fortnight (ideally once a week for most readers). This will need to be the class teacher at least twice per half term. (Individual readers will need to be read with 3 or more times per week). This will be a familiar text at their level.
- For any children in Year 2 who have not achieved the expected level in their Y1 phonics assessment, they will continue to use the Little Wandle Big Cat phonics books in line with their additional work on phonics in school. Children who are still on the Little Wandle scheme will continue to take home their Little Wandle phonics book to support the phonics teaching in school.
- The level of reading book will be determined by the class teacher using the Little Wandle assessment whilst on the programme.
- For children who have completed the Little Wandle scheme, class teachers will carry out book band checks on a half termly basis to determine the relevant book band. A child's book band can still be adjusted within the half term as required and changed when appropriate assessment of skill has taken place.
- Y2 will undertake WCR from Autumn term following the VIPERS system in place across the whole school. They will ensure that fluency and prosody are part of the WCR cycle, taught through echo reading and group reading (choral reading).
- Children will have the opportunity to visit the school library once a week and choose a book to read for pleasure.
- All children will change their reading books once a week.
- The level of reading book will be determined by the class teacher and changed when appropriate assessment of skill has taken place through half termly book band checks.
- Reading book levels will be monitored by the class teacher and English Lead/SLT every half term and intervention will be put in place if any child is deemed to not have made the correct progress for their level.

## KS2

- Children in Key Stage 2 will read with an adult fortnightly. This will be reading a familiar text at their level. This can be completed by the class teacher, teaching assistant or volunteer (see below).
- Children will also take part in fluency sessions as part of the 'Whole Class Reading' session
- All children will take home 1 reading book each week – this is appropriately matched to their reading level.
- Children will aim to change their reading books once a week. For children who are identified as a free-reader and who take home longer books, these changes may be less frequent.
- Children can keep their book, if they wish, but this must be recorded on the class teacher tracking sheet.
- Class teachers will carry out book band checks on a half termly basis to determine the relevant book band. A child's book band can still be adjusted within the half term as required and changed when appropriate assessment of skill has taken place.
- Reading book levels will be monitored by the class teacher and KS lead every term and intervention will be put in place if any child is deemed to not have made the correct progress for their level. This could be adding them to the individual reader list.

## Individual Readers

- Children who need additional support with individually reading aloud will read with an adult between 2 - 5 times a week depending on their level of need. These children can read with class teacher, teaching assistant or volunteer but must have a 'check in' session with their class teacher every half term.
- All individual readers in Key Stage 1 will continue to read their identified Little Wandle book to build fluency and phonetic knowledge.
- All individual readers in Key Stage 2 will take home 2 reading books each week – one reading book for fluency and one as a challenge and will collect words which they struggle with in a small book so they can practice these at the start of each session.
- Some children (identified through pupil progress meetings / SEND update meetings / KS meetings) will attend individual reader / Reading CODE intervention with a teaching assistant in an afternoon session.
- Each class has a weekly timetable of individual readers.

## Gifted readers

- In EYFS / Y1, gifted readers will have a book that is at their phonics stage, but they will also have a second book as a challenge. This maybe above their current phonic learning, as we understand that some children progress faster than others, when decoding books. We want to encourage a love of books and do not want a child to be held back from exploring the wonderful world of reading.

## Long term Plan – Individual Readers

This will be determined by the readers themselves and will be individualised to suit their needs. They will be assessed against the school reading assessment criteria every term and they will be monitored in between. Any issues arising will be managed by the class teacher in conjunction with the KS lead/ English lead.

## Volunteers

All volunteers undertaking reading work with the children at Bursley, will receive a short training session from either the class teacher, English Lead or Key Stage lead. This is to ensure a consistent approach and that the children have access to good support when reading aloud to an adult.

## Teaching of Reading Comprehension

There will be a four-pronged approach to the teaching of comprehension skills at Bursley Academy.

1. Individual readers – Completed weekly (see teaching of reading fluency)
2. Whole class guided reading

3. Small group guided reading
4. Teaching reading skills through English unit of work (when appropriate)

## Whole Class Reading (WCR)

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

VIPERS stands for:

### Vocabulary

### Inference

### Prediction

### Explanation

### Retrieval

### Sequence or Summarise

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

All WCR sessions are completed in mixed ability classes, in order for all children to be exposed to high quality texts and vocabulary. Paired reading, individual reading, echo reading are just some of the approaches that can be used to help differentiate for the needs of the children. Teachers can take advantage of a flexible approach to this, to encourage development of reading fluency and comprehension i.e. by working in a smaller group, some of the time.

## Process

- ◆ Key Stage 2 will have at least 3 whole class reading sessions a week of at least 30 mins. (This can include one session focusing on smaller group working / Comprehension Ninja skills etc)
- ◆ During a whole class reading session, the children will have access to a whole text, a chapter of a text, a passage from a text. This can be in the form of a hard copy of the text, a PowerPoint containing the text type or photocopied sheets of the chosen text. (Please remember to follow copyright guidance). It is important that all children can see the text, to allow for development of skills.
- ◆ It is vital that the children learn how to develop reading comprehension based on the skills required for each question type. It is not just a question of practicing the skill, but developing the ability to spot the question type and use the appropriate strategies to answer it.

- ◆ Literacy Shed has many high quality text ideas linked to VIPERS to aid planning of WCR, however, teachers can apply VIPERS to any suitable text (book, passage, advert, poster) they choose.
- ◆ A lesson will include the following:
  - Sharing of the text
  - An opportunity to hear individual reading / echo reading (teacher or buddy) / paired (buddy) reading
  - A focus on one of the VIPERS question / skill
  - This can be extended to include more than one, where appropriate.
- ◆ Teachers will complete the WCR record sheet (see below) – this can be on a lesson basis, but one sheet can cover a week or two, if the same focus is being used.
- ◆ Teachers can use the same approach with smaller groups to aid a more individualised approach.
- ◆ See 'Reading approaches' document for further ideas.

## Individual Readers - Comprehension

This is completed as a 1:1 with the class teacher or teaching assistant, once a week. As part of their 'individual' read, each child will be asked questions based on their reading level, understanding of the text level and 'next steps', to move their understanding of comprehension further. The questioning, responses and next steps will all be evidenced on the child's individual reading record.

## Long Term Plan – Whole Class Reading Focus

	Year 2		KS2
<b>Autumn 1</b>	Retrieval Vocabulary	Teachers will ensure there is a balance between: Fiction Non-Fiction Poetry	The focus will be determined by on-going class assessment and will target the needs of the children in each class. Vocabulary Inference Prediction Explanation Retrieval Summarise
<b>Autumn 2</b>	Predicting Sequencing		
<b>Spring 1</b>	Inference Answering what the question asks.		
<b>Spring 2</b>	All areas		
<b>Summer 1</b>	All areas		
<b>Summer 2</b>	All areas		

## Reading through English Units of Work

Every unit of English work, when appropriate, must include at the beginning of the unit analysis and reading activities of the text type/genre worked on.

This includes:

- Text analysis for features
- Comprehension exercises
- Looking at language use from author etc...

**There will be a two week block twice a year, where the whole school will focus on the same book within their English lessons. The first block will be at the beginning of the Autumn term and the second will be decided by the English lead and SLT.**

## Reading Evidence File(s)

Every teacher will have a reading assessment / evidence file. It will contain the following information:

1. Individual **reader records**
2. Individual **book changing records**
3. **Tracking sheet** for book level assessment - to be completed every half term
4. Copies of **phonics screeners** and/or evidence (**KS1 only**)
5. Copies of **common exception word** reading tests and/or evidence
6. Copies of **comprehension paper** scores and QLA
7. Planning of WCR activities and/or evidence gathered – **WCR assessment grids**
8. For **Year 2/6** – TAF trackers

## Adaptations to the Curriculum

In line with the SEND / catch up policy, adaptations can be made, in some circumstances, to the curriculum in order to meet the needs of an individual. Some children (EHCP children) may follow a bespoke curriculum and therefore may not always have access to the exact curriculum above.

Changes to the curriculum plan needs to be completed in conjunction with the SLT / SENDCo and justifications made to ensure the needs of the children are being met, whilst still gaining access to a broad and balanced curriculum.



In the first instance, any adaptations to the curriculum process will need to occur during the correct lesson i.e. reading adaptations to happen during a reading lesson. If this is not possible, a justification for the changes will need to be made.