

At Upper Nidderdale Primary Federation, we will all approach everything we do in the CHAMPS way, helping every child flourish into a caring, confident and resilient young person who has a **love of learning** and upholds our CHAMPS Values:

Community - Treat others as we would want to be treated ourselves

Hope – Giving confidence in what we can contribute and achieve together **Aspiration** - Believe that we can be the best version of ourselves in all that we do

Mission – Living with purpose and commitment to making a positive difference **Perseverance** – Not everything comes easily – keep trying to reach your goals and dreams

Shine – Let your light shine on yourself and others

As Rights Respecting schools, our intents are based around the following articles;

Article 23

You have the right to special education if you have a disability. Article 28

All children have the right to a good quality education. Article 29

All children have the right to an education that helps to develop their talents and abilities.

Implementation of English - Agreed consistent approaches

Reading is at the heart of everything we do. We believe that the processes of reading and writing are complimentary to each other. We always choose high quality texts to immerse the children in, so that pupils can see what they are being taught exemplified by an expert author. We should always be able to justify to ourselves and to the children why we have chosen a particular model text and what we can get from using it.

"If a child cannot read, then the rest of the curriculum is a secret garden to which they will never gain entry."

We encourage children to read like writers (and write like readers) and to use their 'writer's toolkit' to make decision about techniques to use in their own writing. In this way we encourage independence and creativity in our writer so that they can make stylistic choices, embedded in sound knowledge, to achieve their desired effect.

Intent

Our curriculum is ambitious and gives ALL learners the knowledge and cultural capital they need to succeed in life. We have taken a holistic approach to reading within school, placing it at the heart of everything that we do. This approach of equity reflects our determination to give ALL our pupils, particularly the most disadvantaged, the knowledge and experience to accumulate the cultural capital necessary to succeed in life in modern Britain and beyond.

Our curriculum is coherently planned and sequenced. We believe that it is the right of every child to have access to an exciting, engaging and innovative English curriculum which enables and empowers children's written and oral communication and creativity. A high quality English curriculum should develop children's love of reading. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often.

The books and poetry that we will use in school are carefully chosen to give our pupils experience of rich and exciting vocabulary. We have carefully constructed a reading diet for our pupils that is ambitious and that will immerse them in a rich literary heritage, reflecting the best that has been thought and said. Our reading curriculum is designed to empower, engage and encourage children to develop a love of reading.

We recognise the importance of cultivating a culture where children take great pride in their reading can read aloud clearly and accurately and adapt their language and style for a variety of purpose and audiences.

We want to inspire children to be confident in the arts of speaking and listening, so that they can engage fully in discussions and debates.

We believe that a thorough grasp of literacy skills is crucial for full access to the rest of the curriculum and that it gives children the tools to participate fully as a member of society.

We are determined for ALL learners to reach their full potential, and for our pupils to know more and remember more. We adapt our planning to address misconceptions, gaps in knowledge and forgotten knowledge.

Spiritual, Moral, Social and Cultural Development (SMSC)

English contributes to the teaching of SMSC by encouraging children to take part in class and groups discussions on topical issues. Older children can research and debate topical problems and events. They discuss lifestyle choices, and meet and talk to visitors who they meet through the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views. As a Rights Respecting School, we encourage and develop the skills needed for children to voice their own opinions.

The teaching of English develops skills through which children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts and other media brings them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together and collaborate.

English and Inclusion

At our school we teach English to all children, whatever their ability and individual needs. Through our teaching we provide learning opportunities that enable ALL pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those who are more able and those with English as an additional language. We use high quality teaching in the first instance, and adapt our teaching so that the curriculum is accessible to all learners, no matter what their barriers to learning are.

Knowledge in English

Knowledge in reading refers to the understanding and application of effective reading strategies. When these reading strategies are secure and reading is fluent and automatic, children are able to interpret and evaluate a range of literature (see reading rationale). In writing, knowledge refers to the understanding and application of grammatical, structural and linguistic features. Our

planning and teaching builds on children's knowledge and allows opportunity for deliberate practice, e.g. use of grammatical, structural and linguistic features, Once this knowledge is secure and fluent, children can apply this knowledge to a range of purposes and evaluate written text.

Substantive knowledge

In reading, substantive knowledge is the ability to decode and sight read words. This allows children opportunities to read for pleasure, including reading and reciting poetry, and develop their vocabulary. Children are then able to apply their knowledge of reading strategies to comprehend a range of texts. In writing, substantive knowledge is the ability to effectively plan, draft, and construct writing for different purposes. When constructing writing, this involves knowledge of structural, grammatical and linguistic features as well as knowledge of handwriting and spellings. Through deliberate practice, this substantive knowledge becomes automatic and fluent leading to mastery and an alteration of the long term memory.

Disciplinary knowledge

In reading, the disciplinary knowledge is the interpretation and comparison of themes and conventions, using text to back up arguments and discussions and evaluating the intentions of the author.

To reach these goals, we have;

- A well-organised and engaging library which has a large variety of books to engage and interest our reader.
- Reading buddies are established throughout school to allow pupils to share their love of reading and to discuss what they have read in a relaxed and encouraging environment.
- We run reading challenges and participate in author workshops to celebrate the national Year of Reading and promote reading for pleasure.
- All classrooms have an exciting and inviting 'Reading Nooks' so that children have a calm and relaxing space in which to enjoy reading.
- All classes take time out of the day for children to read for pleasure, making their own choices about texts.

- All classes make time for a class story or novel. This encourages enjoyment of reading and also gives children the opportunity to hear expression, intonation and use of punctuation modelled to them.

Implementation:

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Guided Reading Guidelines

*Refer to reading curriculum to ensure that children are exposed to high quality texts that exemplify the use of the GPV elements being taught - what technical & compositional effects has the writer used?

Reading skills are 'taught not caught' - the skills must be explicitly modelled and taught

Explicit teaching of decoding skills - how to tackle unfamiliar words, different strategies to use and resources that can support reading - model this.

Children keep Reading Journals to record their guided reading learning in. Teachers will address gaps in learning and misconceptions with children to move their learning forward.

These sessions will be marked in line with our marking and feedback policy.

Whole Class Reading/ Guided Reading

Year 2 - Year 6

- 3 whole class reading sessions per week based on the North Yorkshire Reading Project adapted to meet the needs of our children.
- These lessons will be planned to deliver explicit teaching of core reading skills including vocabulary, inference, prediction, explanation, sequencing and retrieval.
- Sessions follow our I do/ We do/ You do structure
- Children working on the Bsquared curriculum and identified as needing additional support will receive timetabled Little Wandle 'catch up' phonics intervention.
- These children will also benefit from continuing to develop reading skills through Little Wandle reading lessons.

Guided Reading - Suggested Planning Guidance

<p>Session 1</p> <p>Explore Teach Practice</p>	<p>Piece of text to be introduced to the class. This could be a book cover or a short piece of film. Teacher to explain why this text has been chosen. Deepening on the text, give children time to read it independently, to a partner etc. so that they are reading. Recap strategies for reading unfamiliar words. (SEN adaptation pre-teach - this text could have already been shared with a pupil) Ask pupils to underline/highlight any words where they are unsure of the meaning. Discuss meaning of words and how the meaning could be changed with different words. Use paired talk to discuss synonyms that could enhance meaning etc.</p> <p>As a group, give children the next paragraph etc. and give them reading roles and ask them to spend some time discussing the text, in their roles and then feedback to the class. Could use jigsawing techniques as an alternative. Record in Reading Journals. Prediction examples in Reading Journals such as 3, 2, 1</p>
<p>Session 2</p>	<p>Recap the previous session briefly - what can the children recall? Introduce the next piece of text for the children to read independently (pre-teach if needed). Brief discussion about the meaning of any words, how the punctuation affects reading etc. then plan questions for children to answer - retrieval, prediction, inferring etc. Teacher to plan questions using whole school reading comprehension progression and content domains, model how to infer, predict etc. This can be done in reading journals or orally, but pupil MUST be asked questions that reflect the skills they are improving. Plan and adapt questions using whole school reading comprehension progression and content domains. Ensure that questions are differentiated according to the need of the pupils - exposure to the same high quality text, but differentiated questioning. Record in Reading Journals</p>
<p>Session 3/4</p>	<p>Recall skills/knowledge taught this week. Look at text from previous day/new piece of text to read independently (where appropriate). Children will respond to the text in their Reading Journals - see examples of ways to respond in Reading Journals.</p>

Possible Further Lessons

- Use follow-up questioning to explore any of the pupils' reactions on tell-me grids, in 'I wonders', in reading journal entries, in annotations...
- Pick out favourite/most effective/most interesting word/phrase/line; explain; follow up
- Discuss open questions about the text, asked as genuine 'What do you think...' questions Discuss agree/disagree statements
- Label moments in a text with moods, emotions, characteristics...
- Close eyes. What image stays most strongly from what just read? Why? Find it.
- Allocate small chunks of the text to pairs/groups, to answer questions on and to talk about to rest of the class

- Non-negotiables for Guided Reading
- Reading skills are not caught, they are taught - explain to pupils which reading skill they are using and why - How will this help them to develop as a reader (**metacognition**)
- Refer to skills required to answer questions. **VIPERS** are used to plan questions and to refer to during guided and shared reading session so that children are aware of the reading skill that they are developing and why that particular skill is important to their development as a reader. Staff will link the **VIPERS** skills to the appropriate content domains and share these with pupils
- In Key Stage One the focus is on **learning to read**, applying phonic knowledge and learning to read CEW words. Reading skills also include the content domains for Key Stage One so that children are developing their skills as a reader and are able to gain a deeper understanding of the text.
- In Key Stage Two the focus is on **reading to learn**. We model expression and intonation when reading aloud. We plan discussion which encourages deep discussion about author choice's and their impact. We also model skills of inference, prediction, summarising etc. to support children when answering questions independently.

The National Curriculum for English (2014) aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information • acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.

Reading underpins children's access to the curriculum and it clearly impacts on their achievement. **There is considerable research to show that children who enjoy reading and choose to read benefit not only academically, but also socially and emotionally.** To be able to read, children need to be taught an efficient strategy to decode words. That strategy is phonics. It is essential that children are actively taught and supported to use phonics as the only approach to decoding.

Phonic decoding skills must be practised until children become automatic and fluent reading is established. Fluent decoding is only one component of reading. Comprehension skills need to be taught to enable children to make sense of what they read, build on what they already know and give them a desire to want to read. Reading increases children's vocabulary because they encounter words they would rarely hear or use in everyday speech. Furthermore, children who read widely and frequently also have more secure general knowledge.

Early Reading - EYFS & Year 1

Children are supported through a language rich learning environment. Books are promoted around the classrooms to encourage reading for pleasure and children are also given regular opportunities to apply the phonics they have learned by reading fully decodable books.

Little Wandle phonics lessons are delivered 5x per week to both Reception and Year 1.

Reception and Year 1 have 3 reading lessons per week which focus on the explicit teaching of decoding, prosody and comprehension.

Each reading practice session needs to have a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody - reading with meaning, stress and intonation
- comprehension - understanding the text.

****Prosody** - The rhythmic and intonational aspect of speech that manifests as expressive reading. It comprises timing, phrasing and intonation, and helps to convey meaning and add 'life' to reading.

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- All classes take time out of the day for children to read for pleasure, making their own choices about texts.

All classes make time for a class story or novel. This encourages enjoyment of reading and also gives children the opportunity to hear expression, intonation and use of punctuation modelled to them.

We teach reading in school in distinct strategies:

- Shared Reading - Phase 1 (Prediction) and Phase 2 (Comprehension) of our writing unit cycle.
- Guided reading
- Independent reading

The actual 'teaching' of reading will be planned and delivered in shared and guided reading sessions.

The skills and attitudes taught in these sessions will be practiced and applied in independent reading. We recognise that guided reading is very much a 'bridge' between shared and independent reading.

Independent Reading

We believe that regular individual reading is vital for building reading stamina and fluency. This is the opportunity for the children to practice and apply the skills that they have been taught in shared and guided reading sessions at a level appropriate to their reading attainment. It is also where they will develop their fluency.

Children identified as needing additional support to consolidate decoding skills and fluency will read their individual reading book daily with an adult.

All children will read their individual reading book at least once a week to an adult in school.

The reading scheme is arranged from lilac to dark red book bands and stored centrally. (see attached sheets). Books used during EYFS and KS1 are carefully matched so that children can practise and apply what they are being taught in the phonics sessions. This guidance must be strictly adhered to.

Once children have completed the reading scheme, they must complete a 'Reading Challenge' which suggests authors and classics for them to read. We feel that this gives more direction than just 'free readers.'

Sequential Comprehension Skills

*Overview for
Shared and
Guided Reading*

Sequential Reading Skills Overview

Reception	Retrieval, Inference and Deduction	Language and Organisational Features	Viewpoint and Connections
	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (ELG - Listening, Attention and Understanding)</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play (ELG - Comprehension)</p>	<p>Make use of props and materials when role playing characters in narratives and stories. (ELG - Creating with Materials)</p>
	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (ELG - Comprehension)</p>		<p>Invent, adapt and recount narratives and stories with peers and their teacher (ELG - Being Imaginative and Expressive)</p>
	<p>Anticipate - where appropriate - key events in stories (ELG - Comprehension)</p>		

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate; (ELG - Spoken Language)

Sequential Reading Skills Overview

Year One

Retrieval, Inference and Deduction

To answer questions in discussion with the teacher.

To make simple inferences.

Language and Organisational Features

To discuss word meanings and link to words they already know.

To discuss particular features of texts e.g. story language, use of fonts, text features and language features.

Viewpoint and Connections

To link what they have read or hear read, to their own experiences.

	To make simple plausible predictions about an unknown story using the front cover and the title.		

Sequential Reading Skills Overview

Year Two	Retrieval, Inference and Deduction	Language and Organisational Features	Viewpoint and Connections
	To answer questions and make some inferences.	To discuss why words are effective in context.	To make links between the book they are reading and other books they have read.
	To explain what has happened so far in what they have read.	To identify a few basic features of organization in non-fiction texts, such as sub-headings.	To know that writers have viewpoints and purposes.

<p>To make a plausible prediction about what might happen on the basis of what has been read so far.</p>	<p>To use a content, index and glossary to locate information.</p>	
<p>To summarise what has happened in a story so far.</p>		

Sequential Reading Skills Overview

<h1>Year Three</h1>	<h3>Retrieval, Inference and Deduction</h3>	<h3>Language and Organisational Features</h3>	<h3>Viewpoint and Connections</h3>
	<p>To ask questions to improve their understanding of the text.</p>	<p>To discuss words and phrases that capture the reader's interest and imagination.</p>	<p>To identify themes and conventions in a wide range of books, including underlying themes and ideas.</p>
	<p>To quote directly from the text to support thoughts and discussions.</p>	<p>To identify non-fiction text types by identifying their language features.</p>	<p>To begin to identify differences between a wider range of fiction.</p>
	<p>To identify main ideas drawn from more than one paragraph and summarizing these.</p>	<p>To comment on the author's choice of language and its effect on the reader and the images and atmosphere it creates.</p>	

To emphasise with different characters' points of view in order to explain what characters are thinking/feeling and the way they act.	To explain the meaning of ambitious words read in context.	
To discuss how characters are built up from small details and recognise how a character is presented in different ways, by referring to the text.	To comment on the purpose of paragraphs/chapters.	
To predict what might happen from details stated and implied.		
To identify main ideas drawn from more than one paragraph and summarizing these.		

Sequential Reading Skills Overview

Retrieval, Inference and Deduction	Language and Organisational Features	Viewpoint and Connections
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Year Four

<p>To identify and comment on author's choice of language where it is used to create mood, build tension or paint a picture through dialogue, action and description.</p>	<p>To discuss words and phrases that capture the reader's interest and imagination, including figurative language.</p>	<p>To identify the point of view from which a story is told and how it affects the readers' response. (author's bias)</p>
<p>To use quotations and text references to support ideas and arguments.</p>	<p>To compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.</p>	<p>To explore comparisons and alternatives that have occurred in the text (e.g. a different ending), referring to the text to justify ideas.</p>
<p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>To identify and explain the difference between fact and opinion.</p>
<p>To identify main ideas from more than one paragraph.</p>	<p>To identify how language, structure and presentation contribute to meaning.</p>	
<p>To use inference and deduction skills to discuss messages, moods, feelings and attitudes using clues from the text.</p>	<p>To begin to identify the purpose, audience and organization of different fiction/non-fiction texts and evaluate the success of each of these elements.</p>	

Sequential Reading Skills Overview

Year Five

Retrieval, Inference and Deduction

Language and Organisational Features

Viewpoint and Connections

To draw inferences and justify these with evidence (characters' feelings, thoughts and motives).

To identify and evaluate the purpose, audience and organization of different texts.

To discuss the message a text has about our society, cultures or traditions from the past.

To predict what might happen using evidence from the text.

To discuss the difference between literal and figurative language and the effects on the reader.

To make comparisons within and across books.

To summarise the main ideas drawn from more than one paragraph.

To explain the structural devices an author has used such as flashbacks.

To identify and discuss themes and conventions in and across a wide range of writing.

To begin to refer and quote from the text to answer questions

To identify how language, structure and presentation contribute to meaning.

To identify explicit and implicit points of view in texts.

To discuss how a character can be seen in different ways, depending upon how an author chooses to portray them.

To retrieve, record and present information from non-fiction books.		
To infer messages, moods, feelings and attitudes across a text.		

Sequential Reading Skills Overview

Year Six	Retrieval, Inference and Deduction	Language and Organisational Features	Viewpoint and Connections
	To refer and quote from the text to answer questions.	To recognise and explain how the author makes different language choices and how this affects the reader.	To discuss how the historical, social or cultural context of a text can affect its meaning and how this can change over time.
	To ask questions to improve their understanding.	To discuss and evaluate how authors use language (including figurative language) considering the impact on the reader.	To make comparisons within and across books.

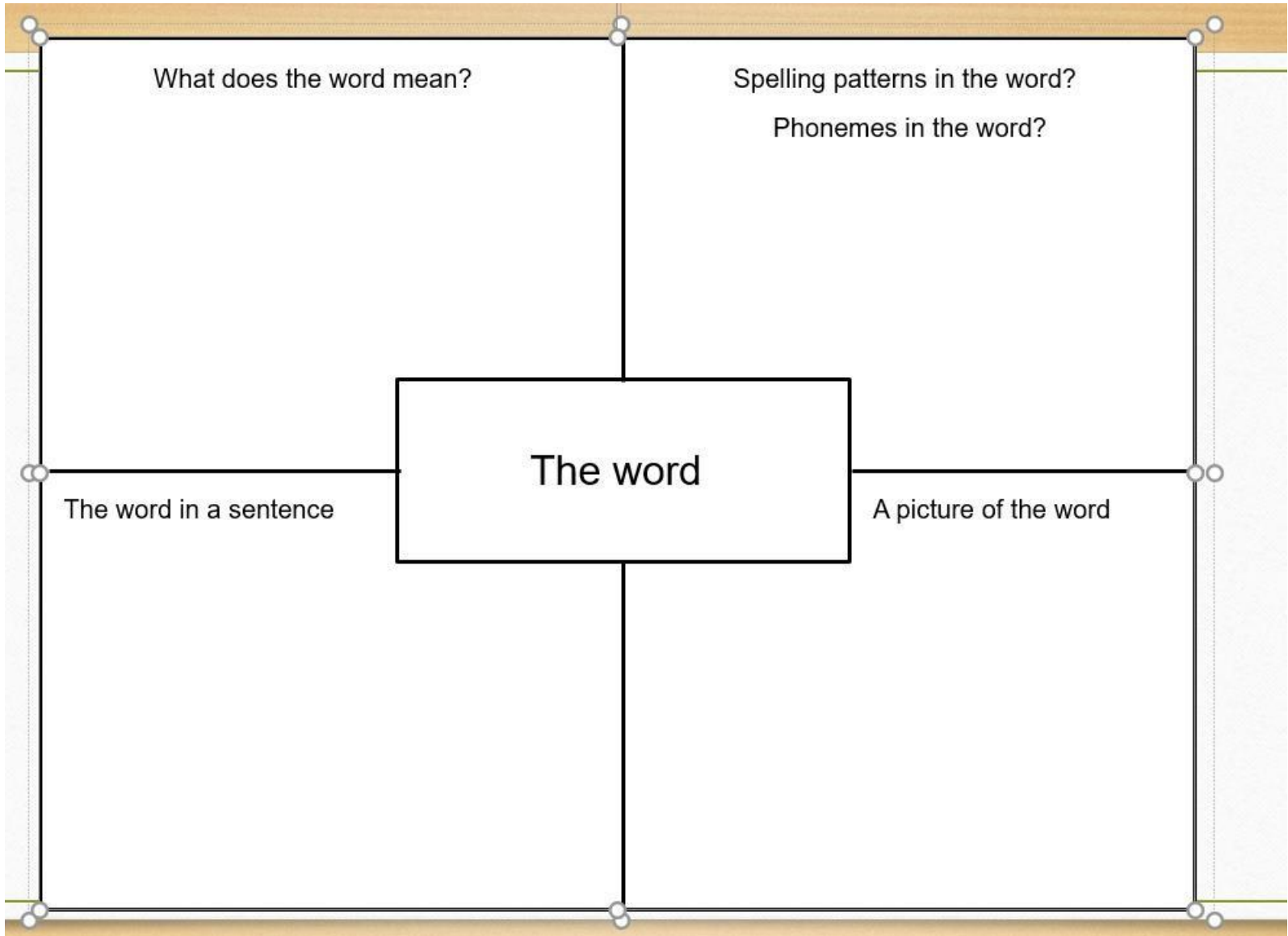
<p>To draw inferences and justify these with evidence (characters' feelings, thoughts and motives)</p>	<p>To discuss a range of organisational features and how they contribute to the effect of the text (change of viewpoint, organize information to compare and contrast).</p>	<p>To identify and discuss themes and conventions in and across a wide range of writing.</p>
<p>To predict what might happen from details stated and implied.</p>	<p>To discuss and explain the organization of a variety of texts (presentational features, cohesion within paragraphs)</p>	<p>To identify explicit and implicit points of view in texts and begin to unpick and evaluate them.</p>
<p>To summarise the main ideas from more than one paragraph.</p>	<p>To recognise the use of irony and comment on the authors' intent.</p>	<p>To discuss and evaluate the purpose and audience of different texts.</p>
<p>To evaluate the relationships between characters and how behaviour impacts on the story.</p>		

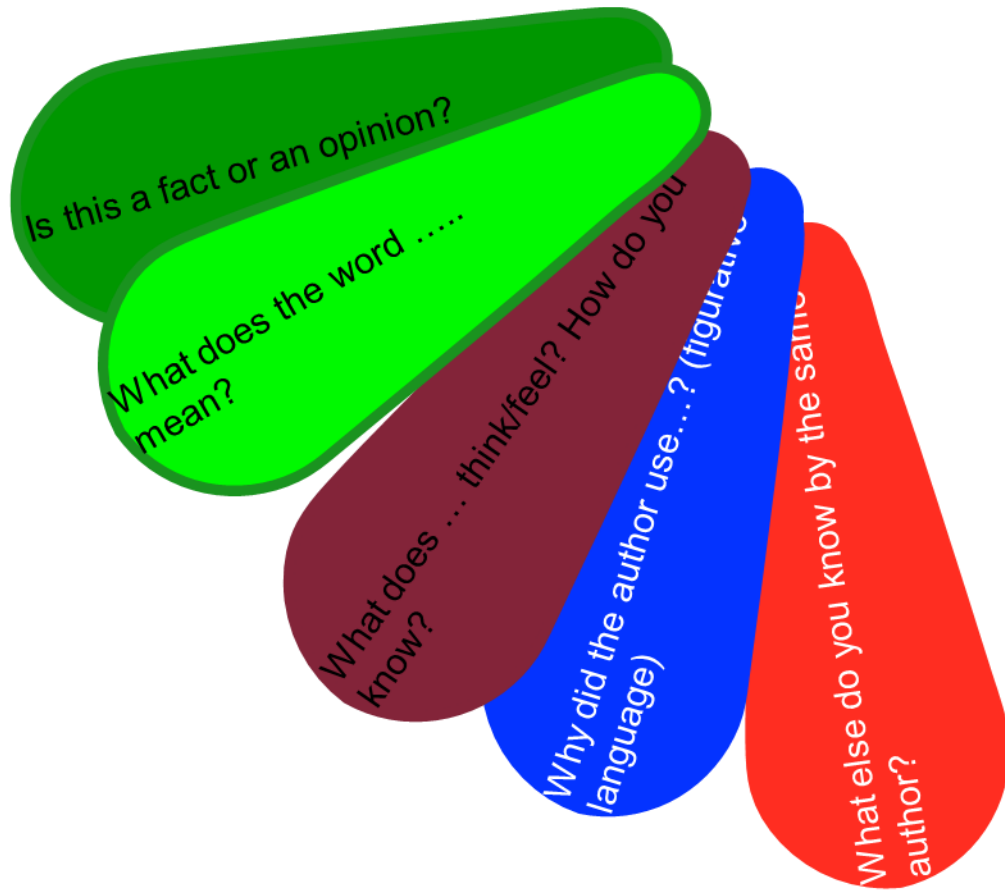
Reading Journal Activities Examples

• Reading Question Cards

- **dark green** – literal, retrieval and sequencing
- **light green** – vocabulary
- **orange** – inference

<p>Bookmarking</p>  <p>Content Domain</p> <p>2a 2b 2c 2d 2e 2f 2g 2h 1a 1b 1c 1d 1e</p>	<p>Bookmarking</p> <p>Resources: 3 bookmarks each containing a different question Method: a) Ask children to put the bookmark in the book where they will find the answer to the question. b) Answer the questions.</p> 	<p>Big Envelope</p>  <p>Content Domain</p> <p>2a 2b 2c 2d 2e 2f 2g 2h 1a 1b 1c 1d 1e</p>	<p>Big Envelope</p> <p>Resources: A big envelopes with different windows cut out. Method: Hide the book in the envelopes. Children make predictions about the text - People - Places - Story - Time</p> 
<p>Golden Ticket</p>  <p>Content Domain</p> <p>2a 2b 2c 2d 2e 2f 2g 2h 1a 1b 1c 1d 1e</p>	<p>Golden Ticket</p> <p>Resources: Green and/or orange sticky notes. Method: Hide a sticky note with a question on somewhere in the text. When the children have finished reading, this becomes the question for them to discuss.</p> 	<p>Lucky Dip</p>  <p>Content Domain</p> <p>2a 2b 2c 2d 2e 2f 2g 2h 1a 1b 1c 1d 1e</p>	<p>Lucky Dip</p> <p>Resources: Envelopes - coffee stirrers/foily sticks colour coded according to content domains. Method: Children take a lucky dip from the sticks and are given an envelope with the questions in.</p> 





Is this a fact or an opinion?

What does the word mean?

What does ... think/feel? How do you know?

Why did the author use....? (figurative language)

What else do you know by the same author?

3:2:1

Three things I am
sure about

--	--	--

Two things I am
not so sure about

--	--	--

One question I
would like to ask

--	--	--

Fluency

The Reading Framework - Developing Fluency - Fluent decoding allows us to understand what we read. Because the reader has gained accuracy and automaticity in word reading, the brain's resources are available to focus on lifting the meaning from the page: connecting the words, sentences and text. As children gain fluency, their motivation increases: they start to enjoy reading more and are willing to do more of it.

Fluency: speed and accuracy

Researchers generally define and measure fluency in terms of the number of words read correctly per minute. Accuracy as well as speed influences fluency; it is not just about the speed at which a child reads. The national curriculum refers to pupils reading words comprising the year 1 GPCs 'accurately' and 'speedily', reflecting this concept of fluency.

Fluency gives the reader the choice to read at a speed that allows for comprehension and can be adapted to the purpose of the reading. Beginner readers, however, do not have a choice about speed because they are still engaged in decoding the words on the page.

Children do not pass through a magic barrier and suddenly become fluent. There is no point in children reading speedily if the words they read are wrong - for example, if they read 'place' for 'palace'. Equally, accuracy on its own is not useful, unless they can read at sooner they see beyond the word as consisting of a series of letters to decode and can focus on what it means.

However, practising to gain automaticity in decoding needs to focus on accuracy. This means children must first work out a word by sounding and blending. Most of them have to do this several times before they can read it accurately 'at a glance'. Re-reading a text, therefore, gradually increases the number of words in it that they can read 'at a glance'. Urging children to read at speed will not increase their fluency: they can read only at the speed they can decode.

Recognising familiar words 'at a glance'

Some children can decode a word by sounding and blending once; later, whenever they come across the same word, they read it 'at a glance'. Most children, however, have to decode a word several times in different contexts before it becomes familiar enough to read 'at a glance'. Children with poor short-term memories need to practise decoding a word many more times before they can read it 'at a glance'. Children learn to read words 'at a

glance' more easily if, when they first decode a word by saying the sounds and blending them, they know what it means: the written word is a label for what the spoken word represents. A child therefore might be more likely to read 'dog' 'at a glance' than 'cog', and 'splash' rather than 'stash'. The more words children can read 'at a glance', the sooner they see beyond the word as consisting of a series of letters to decode and can focus on what it means.

Fluency Rubric				
	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.

Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some chopiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but selfcorrects with difficult words and/ or sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads generally at an appropriate rate throughout reading.	Reads at an appropriate conversational pace throughout the reading.

Impact

Reading

Externally

- Attainment in Reading is measured using statutory assessments at the end of Key Stage Two. These results are measured against the reading attainment of children nationally.
- Attainment in Phonics is measured by the Phonics Screening Check at the end of Year One.
- Children in EYFS will be observed throughout the year and given a final assessment by staff of emerging, expected or exceeding.

Internally

- Termly PIRA tests
- Attainment and progress analysed
- Book band being read compared to ARE
- Internal baseline and record keeping