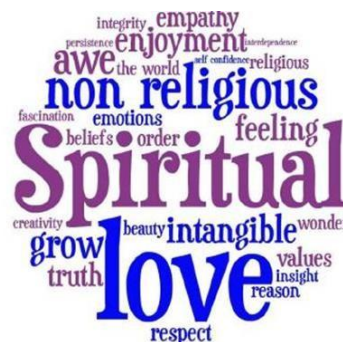




Upper Nidderdale Primary Federation

Reading

Intent, Implementation and Impact Updated September 2026



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 through opportunities for scaffolded vocabulary, rapid retrieval questions, partner talk and individual thinking.
- Children working on the PKS 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 structured Little Wandle reading lessons.

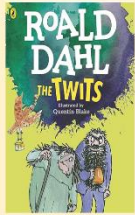
Guided Reading - Suggested Planning Guidance

Session 1	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 and provide Contextual Knowledge and introduce new vocabulary. Model reading the text and give children time to read it independently, to a partner etc. so that they are applying reading skills. 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 lesson sequence slides to explicitly teach focused reading skills
Session 2	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
Session 3/4	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 through shared

discussions, key vocabulary, partner talk, independent thinking and then applying knowledge through independently answering planned, skills focused questions in their Reading Journals

Example lesson structure:

Cover Page:



Contextual Knowledge

Roald Dahl Roald Dahl was a famous British author who wrote many well-known children's books, including *Charlie and the Chocolate Factory*, *Matilda*, and *The BFG*. He loved creating stories that were funny, surprising, and sometimes a little bit disgusting. *The Twits* was first published in **1980**.

The Story's Big Idea *The Twits* is a story about **Mr Twit** and **Mrs Twit**, two extremely unpleasant people who spend their time being mean, playing nasty tricks on each other, and treating animals cruelly. Dahl wrote the book partly to show how being horrible on the inside can make you horrible on the outside.

Vocabulary Corner

...it is **impossible** to tell what he really looks like.

Do they go to a **barber** to have their hairy faces



...and start **wondering** about some of these things.

The stuff even **sprouted** in **revolting** tufts...



...look terrifically **wise** and **grand**.



Rapid Retrieval

- 1) How often does the author suggest hairy-faced men wash their faces?
- 2) How did Mr Twit get rid of big bits of food from his beard?
- 3) List 3 foods that you could find flecks of in Mr Twit's beard.

Model Skill: Retrieve

Identify and explain the key features of the text such as: characters, events, titles and information.

How can we be successful?
Read the question carefully and identify the key words.

Find key vocabulary in the text that might help you to answer the question.

Partner Talk

- 1) Do you think this is a good illustration of Mr Twit? Why?



Individual Thinking

- 1) Do you think Mr Twit is disgusting? Explain your answer using the evidence from the text.



Flying Solo

Mrs Twit may have been ugly and she may have been beastly, but she was not stupid.

What do you predict Mrs Twit might do next?

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, learning to read CEW words and beginning to develop key comprehension skills. Reading skills 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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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 (see reading rationale).

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 continue 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.

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 and this will be recorded on the class reading record and in the child's own reading record book as a link with home.

The reading scheme is arranged from lilac to dark red book bands and stored centrally. 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. All books read by the children are recorded in the child's reading scheme folder. Once children have completed the reading scheme, they must complete a 'Reading Challenge' which suggests authors and classics for them to read.

Sequential Reading Progression Planning

Reading – Word Reading	Reception	KS1		KS2			
	Three & Four Year Olds Children in Reception Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic	To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll.	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.*	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

	knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.						
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Common Exception Words	Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.*	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
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Fluency	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading specifically. Any focus word reading should support the development of vocabulary.
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Reading – Comprehension	Reception	KS1		KS2			
	Three & Four Year Olds Children in Reception Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and Correcting Inaccuracies	Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom	To check that a text makes sense to them as they read and to self-correct.	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.				
Comparing, Contrasting and Commenting	Engage in extended conversations about stories, learning new vocabulary. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events.	To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related.	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting).	To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary, written in the first person or the use of presentational devices such as numbering and headings).	To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. To identify main ideas drawn from more than one paragraph and to	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To recognise more complex themes in what they read (such as loss or heroism). To explain and discuss their understanding of what they have read, including through formal presentations and debates,

		To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently).		To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these.	summarise these. To recommend texts to peers based on personal choice.	maintaining a focus on the topic and using notes where necessary. To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To draw out key information and to summarise the main ideas in a text. To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. To compare characters, settings and themes within a text and across more than one text.
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Words in Context and Authorial Choice	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	To discuss word meaning and link new meanings to those already known.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.	Discuss vocabulary used to capture readers' interest and imagination.	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
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Inference and Prediction	Anticipate (where appropriate) key events in stories.	To begin to make simple inferences. To predict what might happen on the basis of what has been read so far.	To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied.	To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Poetry and Performance	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

Non-Fiction			To recognise that non-fiction books are often structured in different ways.	To retrieve and record information from non-fiction texts.	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).
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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 choppiness. 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	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.

	attempts to read the same passage.			
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