

Teaching Reading

All pupils must be encouraged to read widely across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

*It is essential that, by the end of their primary education, **all** pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.*
(National Curriculum 2014)

At Sutton Veny Church of England Primary School, we recognise that a child's ability to read impacts on their enjoyment of and attainment in every single subject. Whether in Year R or Year 6, we want our children to read for pleasure, whilst exhibiting the courage to decipher unknown words, using known strategies confidently. We want books to be enjoyed and appreciated by all of our children, both individually, and side-by-side with their friends.

On their reading journey, authors' stylistic decisions will be explored and - through the carefully selected literature which the children encounter - they will learn about the world around them, including a diverse range of people, and their cultures. This will thereby strengthen their own ability to empathise, to appreciate things through the eyes of others, and to be at peace with others who are different to them in some way, by also recognising the commonalities and connections that link human beings.

Our children will be exposed to a wealth of books during their time at Sutton Veny; this will comprise of high quality fiction, non-fiction and poetry texts, including the recommended Pie Corbett reading spine books for their age group, which provide the children with a wide variety of meaningful, poignant, diverse and contemporary high quality reading material.

The teaching of reading at Sutton Veny CE Primary School is layered as follows:

FS2 and Key Stage One:

Choosing books

Phonics checks are carried out with the children and the recommended comparison chart for book bands is used to provide them with the most appropriate level book for them. This will give children a book band level from which they can select books. The children may only move to a different level with the agreement of the class teacher. This ensures children are reading texts appropriate for their reading ability*.

Parents and carers are encouraged to read with their children on a daily basis, and this is monitored. Where there is a lack of engagement, teachers will speak with parents about this; children will be supported with additional reading at school where appropriate.

*Please note that where children are working above the national standard, their home reading book may contain new sounds for further challenge.

Reading for pleasure

FS2 and Year 1

- Staff to share a book with the whole class at least four times per week in Brisbane and daily in Auckland. During the session, high quality book talk will occur, including opportunities to:
 - *Discuss the title, author, illustrator*

- *Make predictions as to the story content*
- *Discuss where to begin and the direction of reading*
- *Discuss the difference between a word and a letter*
- *Discuss the difference between words and a sentence*
- *Note punctuation used to help the reader.*
- *Note use of pictures and how these help tell the story*
- *Discuss vocabulary that may be unfamiliar*
- *Summarise the story so far*
- *Discuss characters and setting*
- *Recap the story at the end*
- *What did they like about it; what did they not like*
- Children will be heard reading 1:1 on a weekly basis by a class teacher. Children's progress against their reading targets will be closely monitored during these sessions. Daily reading or phonics interventions take place for individuals where appropriate.
- A board for new words from class or individual texts should be displayed in the classroom in order that the children can explore new meanings of words of interest.
- All FS2 children have access to bookmarks with tricky words, which relate to their reading level.

Year 2

- Staff to share a book or class reader with children at least four times per week. During the session, high quality book talk will occur (see above). Children should, where possible, have their own copy of the book or be able to see the words using the Visualizer.
- A board for interesting new words from class or individual texts should be displayed in the classroom in order that the children can explore new meanings and up-level their own vocabulary.
- Children will read at least once per fortnight, either individually or as part of a reading comprehension guided group. They should be given daily opportunities to read independently. Daily reading or phonics interventions take place for individuals where appropriate.
- The reading material the children select will be monitored by staff.

Guided Reading and Whole Class Reading

- From the Summer Term, children in Year 1 will have a guided reading session on a weekly basis with the teacher.
- Children in Year 2 will participate in guided reading or whole class reading sessions throughout the year. This might be during Early Morning Work, during English sessions, or the whole class sessions might take place during other curriculum sessions to support topic learning.
- These sessions will take place at the start of English units or during Early Morning Work time.
- Texts used should be at least 1 level higher than the text that the child reads independently.
- Sessions should be planned with targets for each session. Planned targets should be included on the weekly English Objectives board.

Philosophy For Children

- The children's inference skills and higher order thinking skills are further developed by the philosophical enquiries which are regularly facilitated across the curriculum.

Reading Levels

As a guide, teachers should aim to have their children reading at the appropriate level by the time they leave their year group. A fluent, age-related reader would be reading as follows at the end of their academic year:

Year Group	Expected colour at the end of the school year.
FS2	Yellow b
Year One	Orange
Year Two	White

What does a fluent age-related reader look like at the end of the year?

Year Group	Reading Behaviours
FS2 Early Reader	<ul style="list-style-type: none">• Reads known predictable texts.• Understands the texts and pictures, answering questions to demonstrate understanding.• Shows an ability to make sense of what is read, uses pictures to support their knowledge of language and the world as well as the words on the page.• Moves from memorising texts to reading words.• Draws on phonetical knowledge (jingles); evidences 1:1 correspondence; links graphemes and phonemes to help them decode.• Uses choppy/“robot” arms to segments and blend words, in order to decode.
Year One Developing Reader	<ul style="list-style-type: none">• A developing reader is gaining control of the reading process but will re-read familiar texts.• Can link reading to their own experiences and are able to read simple texts independently.• Develops self-correction strategies when reading does not make sense• Can apply phonetical knowledge (jingles) when reading known graphemes, recognising alternative graphemes for known phonemes and alternative pronunciations for graphemes.• Has a more extensive vocabulary of sight words• Fluency is beginning to develop through recognition of larger units within words.• Reflects on reading.• Evaluates books and can articulate views and preferences, makes connections to other texts.
Year Two Moderately Fluent Reader	<ul style="list-style-type: none">• Reads with confidence for more sustained periods.• Shows evidence of growing enthusiasm for a wider range of reading material that they self-select.• They are more confident to express opinions including likes & dislikes, as well as respond to questions and listen to the views of others.• As their reading experiences increase, children’s reading strategies and the language cues of print begin to mesh and they take on more and more of the reading for themselves.• Older readers may need help with the reading demands of the classroom and especially with reading across the curriculum.

Correlation between book bands and Letters and Sounds

Black band

This is the pre-reading stage. Books in Black band tell a story, but without printed story text. The illustrations therefore draw the readers into the tales they tell.

Aligned to Phase 1 Letters and Sounds.

- Open front cover
- Turn pages appropriately
- Understand that left page comes before right
- Use illustrations to interpret the story

Pink a, b and c bands

For children just starting to read [although Pink a level this is still classified as a pre-reading stage]. Children are getting used to reading from left to right and matching spoken words to written words. Usually no more than 10 pages with up to 5 words on a page.

Aligned to Phase 2 Letters and Sounds.

- Pink a level includes repetitive phrases. Children are encouraged to repeat the phrase, point to each word and to talk about the story using pictures. The adult will read the phrase first, and the child will repeat it back to them.
- Regarding Pink a level, the children will use the meaning together, with repeated language patterns (syntax), and they will read some simple text.
- For Pink b and c levels the children will locate the title, open the front cover and turn the pages appropriately.
- They will match spoken word to written word (1:1 correspondence).
- They will use Phase 2 tricky words to check their own reading.
- They will read a simple CVC (Consonant Vowel Consonant) word in the text, from left to right.

Red book a, b and c bands

The second step up the ladder as children gain a little more confidence and may know some words by sight. Usually no more than 15-20 pages with 1 sentence per page.

Red a and b levels are aligned with Phase 3 sounds. Red b level includes some Phase 3 tricky words and Red c level is aligned with Phase 3/4 sounds.

- Children to locate and recall the title.
- They will consolidate secure control of one-to-one matching on a wide range of texts.
- They will use known words to check and confirm reading.
- The children will solve simple CVC words by blending phonemes from left to right and by checking for meaning and correct syntax, ie, *does it make sense and sound right?*
- They will start to read more rhythmically or use phrasing while maintaining track of the text.
- They will repeat words, phrases or sentences, in order to check, confirm or modify their own reading.

Yellow a and b bands

Children are beginning to read more varied sentence structures and are taking some note of punctuation. Usually no more than 15-20 pages 2 or more sentences per page.

These levels are aligned with Phases 3/ 4 of Letters and Sounds. Yellow a introduces some Phase 5 vowel blends (ie. *cup of tea* 'ea'), with increasing exposure to Phase 5 sounds through Yellow b band.

- The children will follow print with their eyes, and will finger point only at points of difficulty.
- They will take more note of punctuation to support the use of grammar and oral language rhythms.
- They will cross-check all the sources of information more quickly whilst reading.
- The children will note familiar words and phonemes and use these to help with the reading of unknown words.
- They will search for information in print to predict, confirm or attempt new words whilst reading.
- They will notice relationships between one text and another.
- They will predict in more detail.

Blue a and b bands

Children are becoming more confident at reading longer and more varied sentences. Reading books are usually no more than 15-30 pages, with 2 or 3 sentences per page.

These books are aligned with Phase 5 of Letters and Sounds.

- The children will move through text, attending to meaning, print and sentence structure flexibly.
- They will self-correct more rapidly.
- They will re-read in order to enhance phrasing and to clarify precise meaning.
- They will decode new words using print information and also by utilising their understanding of the text to attempt alternative pronunciations.
- The children will identify constituent parts of unfamiliar words in order to read correctly.
- They will manage a greater range of text genres.
- They will discuss content of the texts in a manner which indicates precise meaning.

Green a and b bands

Children are reading with increased fluency and are taking note of punctuation. Reading books are usually about 20 – 30 pages with approximately 1-4 sentences per page.

Green a is aligned with Phase 5 of Letters and Sounds, with some Phase 6 sounds included in Green b.

- Children are reading fluently, with attention paid to punctuation.
- They solve new words using print detail, while attending to meaning and syntax.
- They track visually additional lines of print without difficulty.
- The children will discuss and interpret character and plot more fully.
- They will use the contents page and glossary in non-fiction books and they will locate information as required.

Orange band

Children are starting to read longer and more complex sentences and they can understand a range of punctuation. These books are usually about 20-30 pages with 2-8 sentences per page.

This level is aligned with Phases 5/6 of Letters and Sounds.

- The children get started on fiction after briefer introductions, without relying on so heavily on illustrations.
- They examine non-fiction layouts and use the contents page to select which sections of a book to read.
- They read longer phrases and increasingly complex sentences.
- They attend to a range of punctuation.
- The children blend phonemes in unfamiliar words more fluently, cross checking with meaning and syntax.
- They search for and use familiar syllables within words in order to read longer words.
- They infer meaning from text, they check information in text with illustrations (particularly non-fiction) and they comment on content.
- They are beginning to use appropriate terminology when discussing different types of text.

Turquoise band

Children can read complex sentences fairly fluently, taking note of punctuation with increased confidence. They use expression and do not rely on illustrations to help them. These books are usually about 20-30 pages with 4-10 sentences per page. This level is aligned with Phases 5/ 6 of Letters and Sounds

- The children will extract meaning from the text, while reading with ever decreasing dependence on the illustrations.
- They will approach different genres with increasing flexibility.
- They will use punctuation and layout to read with a greater range of expression and control.
- The children will sustain reading through longer sentence structures and paragraphs.
- They will tackle a higher ratio of more complex words, using known vocabulary, phonetical knowledge, as well as knowledge of syllables.
- They will find a way around alphabetically ordered texts such as indexes, glossaries and dictionaries.

Purple band

Children might read silently or quietly at quite a rapid pace, taking note of punctuation. These books are usually about 20-30 pages, with 5 to 10 sentences per page. This level is aligned with Phase 6 of Letters and Sounds.

- The children will look through a variety of texts with growing independence in order to predict content, layout and story development.
- They will read silently or quietly, at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences.
- They will decipher most unfamiliar words on the run by blending long vowel phonemes.
- They will adapt to fiction, non-fiction or poetic language with growing flexibility.
- The children will take a more conscious account of literary effects used by fiction writers, as well as the formal language of different types of non-fiction.
- They will begin to make more conscious use of reading in order to extend speaking and writing vocabulary and syntax.

Gold band

Children might read silently or quietly at quite a rapid pace, taking note of punctuation. These books are usually no more than 35 pages, with approximately 10 sentences per page. The children will be presented with an increasing number of chapter books. This level is aligned with aligned with Phase 6 of Letters and Sounds.

- The children will look through a variety of books with growing independence, in order to predict content and story development. They will make full use of a variety of non-fiction layouts.
- They will read silently/quietly, at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences.
- They will solve most unfamiliar words on the run by blending long vowel phonemes.
- The children will adapt to fiction, non-fiction and poetic language confidently.
- They will take a more conscious account of literary effects used by writers.
- They will make more conscious use of reading to extend speaking and writing vocabulary and syntax.
- They will locate and interpret information in a variety of non-fiction texts.

White band

There is an increasing number of chapter books within this band. Children will read silently most of the time. These books are usually no more than 35 pages and contain approximately 15 sentences on each page. [At this stage, Letters and Sounds Phases cease to be relevant].

- The children will read silently most of the time.
- They will use text more fully as a reference and as a model.
- They will search for and find information in texts more flexibly.
- They will notice the spelling of unfamiliar words and relate these to known words.
- They will show increased awareness of vocabulary and precise meaning.

- The children will express reasoned opinions about what has been read and they will compare texts.
- They will offer and discuss interpretations of text.
- They will comment on the main characters and how they relate to each other.
- They will suggest alternatives or extensions to events and actions.
- They will discuss feelings created by stories.
- Their retelling of stories is balanced and clear.

Lime band

Books will increasingly be organised into longer chapters. Children will read silently most of the time. They are showing an interest in longer texts, which they can return to easily after a break. The books will usually be about 30-60 pages in length.

- The children will begin to read reflectively and to perceive meanings beyond the literal.
- They will sustain interest in longer texts, returning to them easily after a break.
- They will refer to the text to support their own ideas.
- They will devise key questions and words for searching and they will use several sources.
- The children will begin to read in different ways, for different purposes, e.g. skimming for relevance and scanning for specific details.
- They will compare/contrast work from more than one source.
- They will read aloud with expression and intonation, taking account of the punctuation.
- Pupils will refer to text layout and organisation confidently.
- Pupils will show some awareness of the point of view of the author.
- The children are beginning to sustain narrative and investigative reading.

Copper band

The children are exposed to longer chapter books of increasing difficulty. They read silently with growing confidence and perseverance. This level contains a wide variety of longer and increasingly demanding texts, which are usually 30-130 pages in length.

- The children will increase their familiarity with a wide range of books, including fairy stories, myths and legends, and they will be able to retell these orally.
- They show understanding of poetry and play scripts through intonation, tone, volume and action.
- They will check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- The children will ask questions to improve their understanding of a text.
- They will predict what might happen from details stated and implied.

Free Readers

At this stage, children are able to select appropriately challenging chapter books from their class book areas. The class teacher will actively monitor the children's coverage of different genres, as with previous levels. Children read silently, with confidence and perseverance. The children will now read a wide variety of longer, more demanding texts, which are often 100+ pages in length.

- The children will sustain confidence and perseverance when reading longer, more demanding texts.
- They will begin to use deduction and inference to make sense of increasingly complex fiction and poetry.
- They will begin to perceive how an author develops the following: plot, characters, meanings beyond the literal and figurative language.
- They will distinguish fact from opinion, point from example, and the relevant from irrelevant.

- They will select key points of a text and they will be able to summarise a text with confidence, using an appropriate amount of detail.
- The children can refer to the impact of structure and the organisation of a variety of texts.
- They can refer to a variety of texts in order to explain their views.
- They can identify themes.
- They can identify the impact of word choices.
- They have secured the skills of skimming and scanning.
- Pupils can identify the purpose of a variety of texts.

Key Stage Two:

In Key Stage 2, the reading spine books, as well as Topaz Level (Years 3-4), Ruby Level (Years 3-4), Emerald Level (Years 5-6) and Sapphire Level (Years 5-6), are available for children to use if this is deemed appropriate for them. For example, Sapphire level comprises of several Shakespeare titles which Geraldton Class are able to access during their Shakespeare units.

- Staff to share a book or class reader with children at least eight times over a two-week English cycle. During the session, high quality book talk will occur. Children should, where possible, have their own copy of the book or be able to see the words using the visualizer.
- A board for interesting new words from class or individual texts should be displayed in every classroom in order that the children can explore new meanings and up-level their own vocabulary.
- Guided Reading and Whole Class Reading sessions will take place predominantly during the first week of a two-week English cycle, with extra opportunities to practise and consolidate reading comprehension skills during Early Morning Work sessions.
- Children will read at least once per fortnight and should be given daily opportunities to read independently. Daily reading or interventions (ie. *Reading Between The Lines*, comprehension cards, PAT speed read) will take place for individuals where appropriate.
- The frequency with which children read will be monitored by an adult. Where there is a lack of engagement, teachers will speak with parents about this; children will be supported with additional reading at school where appropriate.
- Children will be encouraged to write their own reflective comments in their Green Link Books and to answer any targeted questions or challenges posed by the teacher. This might be done by the children as a homework task.

Guided Reading

- Children in Key Stage 2 will have a guided reading session on a fortnightly basis with the teacher – this will be for each child in lower KS2 or as an intervention for pupils in upper KS2.
- Sessions should be planned with targets for each session, and each child's progress against these targets monitored. Planned targets should be included on the weekly English Objectives board.

Whole Class Reading

- All other teaching of reading will be via the whole class text – this may be taught within an English session, story time or through the foundation subjects.
- Comprehension should focus on different domains and should be planned with targets for each session. Planned targets should be included on the weekly English Objectives board in every classroom.
- The skill of answering in full sentences will be developed, as will the children's ability to respond to one, two and three part questions.

Philosophy For Children

- The children's inference skills and higher order thinking skills are further developed by the philosophical enquiries which are regularly facilitated across the curriculum.

What does a fluent age-related reader look like at the end of the year?

Year Group	Reading Behaviours
Year Three Fluent Reader	<ul style="list-style-type: none"> • Decodes new words and pronounces them with increasing accuracy. • Reads a range of texts for different purposes with growing independence and enjoyment. • Uses dictionaries to check the meaning of words which they have read. • Identifies themes and conventions in a wide range of books. • Checks that a text makes sense. • Discusses the meaning of words in context. • Asks questions to improve their own understanding of the text. • Identifies the main ideas from a paragraph and summarises them. • Retrieves and records information from a variety of non-fiction texts.
Year Four Experienced Reader	<ul style="list-style-type: none"> • Reads on sight new vocabulary within the context of a sentence, pronouncing these words accurately. • Reads independently, fluently and with enthusiasm. • Uses dictionaries independently to check the meaning of words which they have read. • Confidently identifies themes and conventions in a wide range of books. • Begins to discuss characters' feelings and actions, using inference from the text to support their own ideas. • Predicts what might happen, using stated details from the text in order to support their ideas. • Retrieves and records information from a range of non-fiction texts.
Years Five and Six Independent Reader	<ul style="list-style-type: none"> • Reads a range of genres confidently and frequently; they can choose and use texts for different purposes. • Reads on sight new vocabulary within the context of a sentence, pronouncing these words with consistent accuracy. • Recommends books to peers, providing reasons for their choices. • Identifies and discusses themes and conventions, making comparisons in and across a wide range of books. • Predicts what might happen, using details from the text that are stated and implied, in order to support their ideas. • Summarises more than one paragraph, identifying key details that can support the main ideas. • Discusses and evaluates how authors use language, including how figurative language, structure and presentation contribute to the meaning and impact on the reader. • Can begin to provide reasoned justifications for their views.