

## 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)

The teaching of reading is fundamental to a child's education. Without the ability to read at a level appropriate level for their age, a child is unable to leave our school with the necessary skills to succeed.

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, initiatives will be implemented to encourage more home reading (ie. RED TED – 'Read every day, talk every day').

\*Please note that where children are working above the national standard, their home reading book may contain new sounds for further challenge - where it is deemed appropriate to give certain children books from a higher reading band by the class teacher, this will be recorded on the class Pupil Progress Sheets for reading.

#### 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. 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.

- For Brisbane pupils, a *Being A Reader* assessment sheet should be kept for each child relating to reading progress seen in 1:1, group and whole class reading sessions.

## **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 interested new words from class or individual texts should be displayed in the classrooms in order that the children can explore new meanings and up-level their own vocabulary.
- Children will read at least once per fortnight and should be given daily opportunities to read independently. Daily reading or phonics interventions take place for individuals where appropriate.
- Reading comprehension skills will be further developed through Early Morning Work activities.
- The reading material the children select will be monitored by staff and children should not change a book without checking with an adult.
- A *Being A Reader* assessment sheet should be kept for each child relating to reading progress seen in 1:1, group and whole class reading sessions.
- Year 2 will work through a 'Book Discovery' unit in English, where the children will be exposed to an author who they wouldn't usually come across in their day to day selections.

## **Guided Reading**

- Children in Year 1 and 2 will have a guided reading session on a weekly basis with the teacher.
- These sessions will take place at the start of Literacy 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, and each child's progress against these targets monitored. Planned targets should be included on the weekly Literacy Objectives board.
- Sessions will be recorded in the children's Green Link Books using labels detailing the targets.

## **Whole Class Reading**

- All other teaching of reading will be via the whole class text – this may be taught within an English session 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 Literacy Objectives board in every classroom.
- All comprehension questions must be answered in full sentences and one and two part answers should also be developed.
- Sessions will be recorded in the children's Green Link Books using labels detailing the targets.

## **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
Year One	Turquoise
Year Two	Lime

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

Year Group	Reading Behaviours
FS2	<ul style="list-style-type: none"> <li>• Reads known predictable texts</li> </ul>

Early Reader	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Moves from memorising texts to reading words.</li> <li>• Draws on phonic knowledge; evidences 1:1 correspondence; links graphemes and phonemes to help them decode.</li> </ul>
Year One Developing Reader	<ul style="list-style-type: none"> <li>• A developing reader is gaining control of the reading process but will re-read familiar texts.</li> <li>• Can link reading to their own experiences and are able to read simple texts independently.</li> <li>• Develops self-correction strategies when reading does not make sense</li> <li>• Can apply phonic knowledge when reading known graphemes, recognising alternative graphemes for known phonemes and alternative pronunciations for graphemes.</li> <li>• Has a more extensive vocabulary of sight words</li> <li>• Fluency is beginning to develop through recognition of larger units within words.</li> <li>• Reflects on reading.</li> <li>• Evaluates books and can articulate views and preferences, makes connections to other texts.</li> </ul>
Year Two Moderately Fluent Reader	<ul style="list-style-type: none"> <li>• Reads with confidence for more sustained periods.</li> <li>• Shows evidence of growing enthusiasm for a wider range of reading material that they self-select.</li> <li>• They are more confident to express opinions including likes &amp; dislikes, as well as respond to questions and listening to the views of others.</li> <li>• 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.</li> <li>• Older readers may need help with the reading demands of the classroom and especially with reading across the curriculum.</li> </ul>

## **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 book a, b and c band**

For children just starting to read. 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

- Locate title, open front cover, turn pages appropriately
- Understand that left page comes before right

- Use meaning together with repeated language patterns (syntax) and some letters to read simple text
- Match spoken word to written word (1:1 correspondence)
- Use a few known words to check own reading
- Read a simple CVC (Consonant Vowel Consonant) word in the text from left to right

### **Red book a, b and c band**

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 pages with 1 sentence per page.

Aligned approximately with Phase 3 Letters and Sounds and consolidate the Phase 2 sounds

- Locate and recall title
- Consolidate secure control of one-to-one matching on a wide range of texts
- Use known words to check and confirm reading
- Solve simple CVC words by blending phonemes from left to right and check for meaning and correct
- syntax, ie, does it make sense and sound right?
- Start to read more rhythmically or use phrasing while maintaining track of text
- Repeat words, phrases or sentences to check, confirm or modify own reading

### **Yellow band a and b band**

Children are beginning to read more varied sentence structures and taking some note of punctuation. Usually no more than 15 pages with 1 or 2 sentences per page.

Aligned with Phases 3/ 4 of Letters and Sounds, and Yellow B also introduces some Phase 5 vowel blends

- Follow print with eyes, finger pointing only at points of difficulty
- Take more note of punctuation to support the use of grammar and oral language rhythms
- Cross-check all sources of information more quickly while reading
- Note familiar words and phonemes and use these to help with reading of unknown words
- Search for information in print to predict, confirm or attempt new words while reading
- Notice relationships between one text and another
- Predict in more detail

### **Blue band a and b band**

Children are becoming more confident at reading longer and more varied sentences. Usually no more than 15 pages with 2 or 3 sentences per page.

Aligned with Phases 4/ 5 of Letters and Sounds

- Move through text attending to meaning, print and sentence structure flexibly
- Self-correct more rapidly on the run
- Re-read to enhance phrasing and clarify precise meaning
- Solve new words using print information and understanding of the text to try alternative pronunciations
- Identify constituent parts of unfamiliar words to read correctly
- Manage a greater range of text genre
- Discuss content of the text in a manner which indicates precise meaning

### **Green band**

Children are starting to read quite fluently and take note of punctuation. Usually about 20 pages with 3 or 4 sentences per page.

Aligned with Phase 5 of Letters and Sounds

- Read fluently with attention to punctuation
- Solve new words using print detail while attending to meaning and syntax
- Track visually additional lines of print without difficulty
- Discuss and interpret character and plot more fully
- Use contents page and glossary in non-fiction books and locate information

### Orange band

Children are starting to read longer and more complex sentences and can understand a range of punctuation. Usually about 20 pages with 4 or 5 sentences per page.

Aligned with Phases 5/ 6 of Letters and Sounds

- Get started on fiction after briefer introductions without relying on illustrations
- Examine non-fiction layout and use the contents page to select which sections of a book to read
- Read longer phrases and more complex sentences
- Attend to a range of punctuation
- Blend phonemes in unfamiliar words more fluently, cross checking with meaning and syntax
- Search for and use familiar syllables within words to read longer words
- Infer meaning from text, check information in text with illustrations, particularly non-fiction, and comment on content
- Begin to use appropriate terminology when discussing different types of text

### Turquoise band

Children can read complex sentences fairly fluently, taking note of punctuation. They use expression and do not rely on illustrations to help them. Usually about 20 pages with 4 or 5 sentences per page.

Aligned with Phases 5/ 6 of Letters and Sounds

Extract meaning from the text while reading with less dependence on illustrations

- Approach different genres with increasing flexibility
- Use punctuation and layout to read with a greater range of expression and control
- Sustain reading through longer sentence structures and paragraphs
- Tackle a higher ratio of more complex words using known vocabulary, phonic knowledge and syllables
- 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. Usually about 25 pages with 5 to 10 sentences per page.

Aligned with Phase 6 of Letters and Sounds

- Look through a variety of texts with growing independence to predict content, layout and story development
- Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences
- Solve most unfamiliar words on the run by blending long vowel phonemes, recognising and using them in longer and more complex words
- Adapt to fiction, non-fiction or poetic language with growing flexibility
- Take a more conscious account of literary effects used by fiction writers, and the formal language of different types of non-fiction

- Begin to make more conscious use of reading 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. Usually about 25 pages with 5 to 10 sentences per page.

Aligned with Phase 6 of Letters and Sounds

Look through a variety of books with growing independence to predict content and story development, and make full use of non-fiction layout

- Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences
- Solve most unfamiliar words on the run by blending long vowel phonemes, recognising and using them in longer and more complex words
- Adapt to fiction, non-fiction and poetic language with growing flexibility
- Take a more conscious account of literary effects used by writers
- Make more conscious use of reading to extend speaking and writing vocabulary and syntax locate and interpret information in non-fiction

### White book band

Books might have chapters. Children will read silently most of the time. They are interested in longer texts which they can return to easily after a break. Usually no more than 30 pages and about 10 sentences per page.

Letters and Sounds Phases cease to be relevant

- Read silently most of the time
- Sustain interest in longer texts, returning to it easily after a break
- Use text more fully as a reference and as a model
- Search for and find information in texts more flexibly
- Notice the spelling of unfamiliar words and relate to known words
- Show increased awareness of vocabulary and precise meaning
- Express reasoned opinions about what is read and compare texts
- Offer and discuss interpretations of text
- Comment on main characters and how they relate to each other
- Suggest alternatives or extensions to events and actions
- Discuss feelings created by stories
- Retelling of stories is balanced and clear

### Lime band

Books might have chapters. Children will read silently most of the time. They are interested in longer text which they can return to easily after a break. Usually more than 30 pages.

- Begin to read reflectively and to perceive meanings beyond the literal
- Refer to text to support own ideas
- Distinguish main points from examples; fact from opinion
- Devise key questions and words for searching and use several sources
- Begin to read in different ways for different purposes, e.g. skimming for relevance, scanning for specific details, reflective and recursive reading for fuller comprehension
- Compare/contrast work from more than one source
- Read aloud with expression and intonation taking account of punctuation
- Pupils can refer to text layout and organisation
- Pupils show some awareness of the point of view of the author
- Beginning to sustain narrative and investigative reading

### Copper band

Books might have chapters. Children read silently with growing confidence and perseverance. A wide variety of longer, demanding texts, usually more than 30 pages.

Learning opportunities:

- Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell these orally
- Show understanding of poetry and play scripts through intonation, tone, volume and action
- Use dictionaries to check the meanings of words which they have read
- Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context
- Ask questions to improve their understanding of a text
- Predict what might happen from details stated and implied

*\* In Key Stage 2, Copper (Years 3-4), Topaz (Years 3-4), Ruby (Years 3-4), Emerald (Years 5-6) and Sapphire (Years 5-6) books 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 access during their Shakespeare units.*

### **Free Readers**

Books usually have chapters. Children read silently with confidence and perseverance. A wide variety of longer, demanding texts, usually with around 50 - 100 pages.

Learning opportunities:

- Sustain confidence and perseverance when reading longer, demanding texts
- Begin to use deduction and inference with more mature fiction and poetry
- Begin to perceive how an author develops: plot, characters, meanings beyond the literal, figurative language
- Distinguish fact from opinion, point from example, relevant from irrelevant
- Select key points of a text and summarise
- Can refer to the impact of structure and organisation of texts
- Can refer to text to explain their views
- Identify themes
- Identify impact of word choices
- Secure the skills of skimming and scanning and recursive reading
- Pupils can identify the purpose of a text

### **Key Stage Two:**

- Staff to share a book or class reader with children at least six times over a two-week Literacy 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 Literacy 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. *Toe by Toe, Reading Between The Lines*) will take place for individuals where appropriate.
- The frequency with which children read will be monitored by an adult.
- 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.
- A *Being A Reader* assessment sheet should be kept for each child relating to reading progress seen in 1:1 and whole class reading sessions.
- Labels, which show the focus reading targets, are stuck in Green Link Books for each genre with

personal comments added for each child.

- Key Stage 2 classes will work through a 'Book Discovery' unit in English, where the children will be exposed to an author who they wouldn't usually come across in their day to day selections.

### **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 Literacy Objectives board.
- Sessions will be recorded in the children's Green Link Books using labels detailing the focus targets. This label may also include a question which parents can be involved with at home.

### **Whole Class Reading**

- All other teaching of reading will be via the whole class text – this may be taught within an English session 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 Literacy Objectives board in every classroom.
- All comprehension questions must be answered in full sentences and one, two and three part answers should also be developed in further depth.
- Whole Class Reading happens every day during the first week of a two-week Literacy cycle.

## **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"><li>• Decodes new words and pronounces them with increasing accuracy.</li><li>• Reads with growing independence and enjoyment a range of texts for different purposes.</li><li>• Uses dictionaries to check the meaning of words which they have read.</li><li>• Identifies themes and conventions in a wide range of books.</li><li>• Checks that a text makes sense.</li><li>• Discusses the meaning of words in context.</li><li>• Asks questions to improve understanding of the text.</li><li>• Identifies the main ideas from a paragraph and summarises them.</li><li>• Retrieves and records information from non-fiction texts.</li></ul>
Year Four Experienced Reader	<ul style="list-style-type: none"><li>• Reads on sight new vocabulary within the context of a sentence, pronouncing these words accurately.</li><li>• Reads independently, fluently and with enthusiasm.</li><li>• Uses dictionaries independently to check the meaning of words which they have read.</li><li>• Confidently identifies themes and conventions in a wide range of books.</li><li>• Begins to discuss character's feelings and actions, using inference from the text to support their ideas.</li><li>• Predicts what might happen using stated details from the text to support their ideas.</li><li>• Retrieves and records information from a range of non-fiction texts.</li></ul>



Years Five and Six Independent Reader	<ul style="list-style-type: none"><li>• Reads a range of genres confidently and frequently being able to choose and use texts for different purposes.</li><li>• Reads on sight new vocabulary within the context of a sentence, pronouncing these words with consistent accuracy.</li><li>• Recommends books to peers, giving reasons for their choices.</li><li>• Identifies and discusses themes and conventions, making comparisons in and across a wide range of books.</li><li>• Learns some poetry by heart.</li><li>• Predicts what might happen, using details from the text that are stated and implied to support their ideas.</li><li>• Summarises more than one paragraph, identifying key details that support the main ideas.</li><li>• Discusses and evaluates how authors use language, including how figurative language, structure and presentation contribute to meaning and impact on the reader.</li><li>• I can begin to provide reasoned justifications for my views.</li></ul>
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