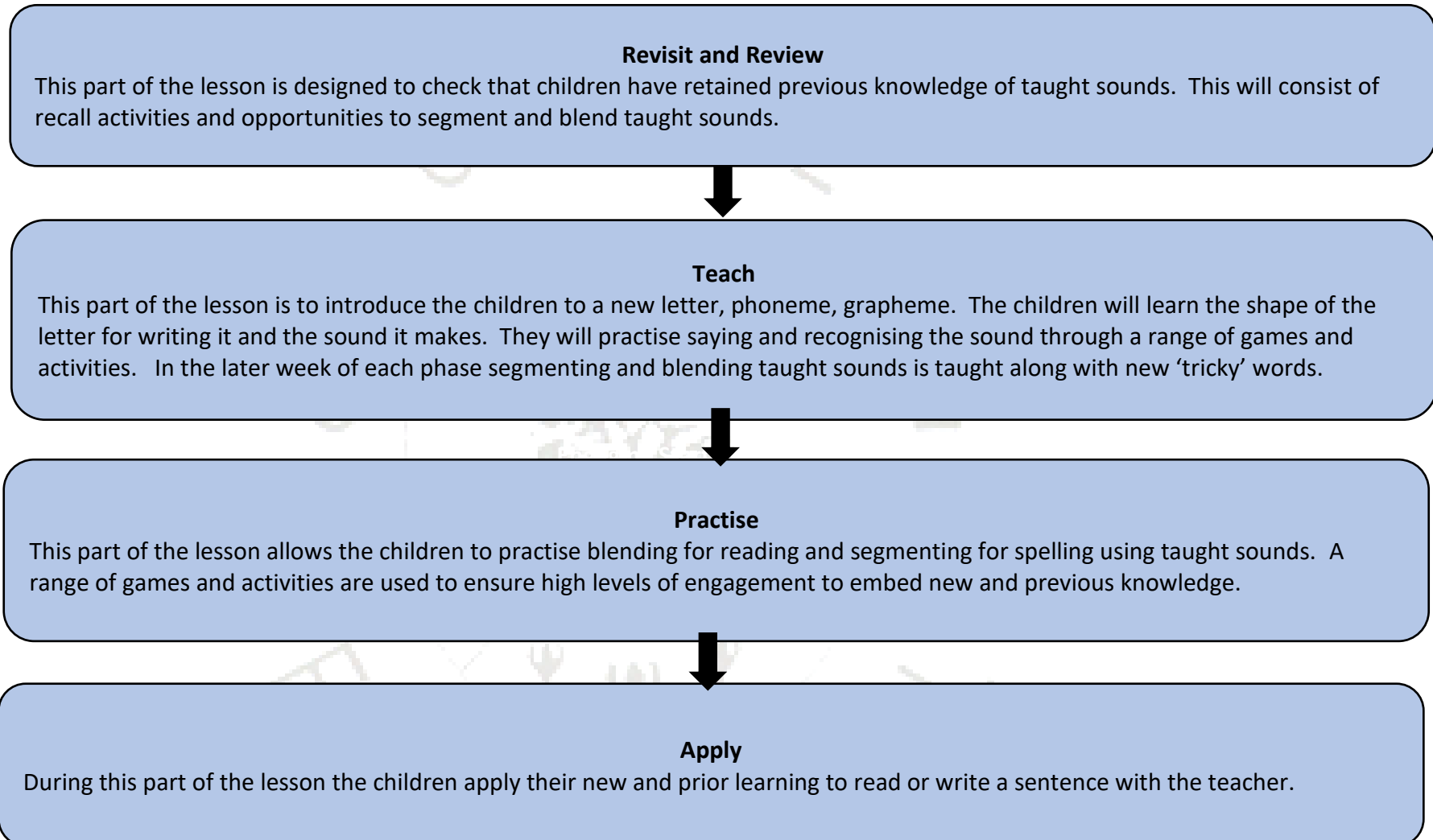


Effective Teaching Sequence for Reading in each Phonic lesson.

Reception		Year 1	
Phase 2	Phase 3	Phase 4	Phase 5
<p>The purpose of this phase is to teach at least 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters. By the end of the phase many children should be able to read some VC and CVC words and to spell them either using magnetic letters or by writing the letters on paper or on whiteboards. During the phase they will be introduced to reading two-syllable words and simple captions. They will also learn to read some high-frequency ‘tricky’ words: the, to, go, no. The teaching materials in this phase suggest an order for teaching letters and provide a selection of suitable words made up of the letters as they are learned. These words are for using in the activities – practising blending for reading and segmenting for spelling. This is not a list to be worked through slavishly, but to be selected from as needed for an activity. It must always be remembered that phonics is the step up to word recognition. Automatic reading of all words – decodable and tricky – is the ultimate goal.</p>	<p>The purpose of this phase is to teach another 25 graphemes, most of them comprising two letters (e.g. oa), so the children can represent each of about 42 phonemes by a grapheme (the additional phoneme /zh/ found in the word vision will be taught at Phase Five). Children also continue to practise CVC blending and segmentation in this phase and will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. They will learn letter names during this phase, learn to read some more tricky words and also begin to learn to spell some of these words. The teaching materials in this phase suggest an order for teaching letters and provide a selection of suitable words made up of the letters as they are learned and captions and sentences made up of the words. They are for using in the activities – practising blending for reading and segmenting for spelling. These are not lists to be worked through lavishly but to be selected from as needed for an activity. It must always be remembered that phonics is the step up to word recognition. Automatic reading of all words – decodable and tricky – is the ultimate goal.</p>	<p>The purpose of this phase is to consolidate children’s knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words. The teaching materials in this phase provide a selection of suitable words containing adjacent consonants. These words are for using in the activities – practising blending for reading and segmenting for spelling. This is not a list to be worked through slavishly but to be selected from as needed for an activity. It must always be remembered that phonics is the step up to word recognition. Automatic reading of all words – decodable and tricky – is the ultimate goal.</p>	<p>The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these and graphemes they already know, where relevant. Some of the alternatives will already have been encountered in the high-frequency words that have been taught. Children become quicker at recognising graphemes of more than one letter in words and at blending the phonemes they represent. When spelling words they will learn to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words. The teaching materials in this phase provide a selection of suitable words and sentences for use in teaching Phase Five. These words are for using in the activities – practising blending for reading and segmenting for spelling. These are not lists to be worked through slavishly but to be selected from as needed for an activity. It must always be remembered that phonics is the step up to word recognition. Automatic reading of all words – decodable and tricky – is the ultimate goal.</p>

Pupils are assessed on entry to their year group and then half termly. This assessment process is to ensure that gaps in knowledge are identified as early as possible. Pupils are grouped by ability/progress. Pupils who are secure at a phase with a few gaps will receive additional 1:1 support with the sounds they are struggling to learn/recall. Pupils who are not secure in a phase at assessment will not progress to the next phase and revisit the whole phase again with additional 1:1 intervention as appropriate. Children who are not ready to enter phase 2 on joining school in reception, will have additional support from a Teaching Assistant focusing on listening and concentration at phase 1. Children who are making slower than expected progress in the phonic skills may be referred to Speech and Language Therapy and or for a hearing check. Pupils who do not achieve the pass mark in the phonic screening check at the end of year 1, will revisit phases 4 and 5 as a year 2 with additional 1:1 intervention as appropriate.

Pupils who enter KS2 with gaps in their phonic knowledge continue to access stage appropriate books, read daily to an adult at school and access a range of interventions, guided by the SENDCO. At this point more specialist assessment by the Educational Psychologist or a Specialist Teacher may be sought in consultation with the child's parents.

Other Phonic, Decoding and Word Reading Activities

- Children access reading books that have been matched to their phonic knowledge. Children are encouraged to read to an adult at home daily and parents are asked to record this reading in their child's reading recording. Pupils in year 4 record their own reading in their reading records but parents are asked to check and sign this weekly.
- Children are heard read daily in reception by their teacher or teaching assistant and this reading is recorded in their reading record.
- Children in years 1 and 2 are heard read two to three times a week by their teacher or teaching assistant and this reading is recorded in their reading record.
- Children in years 3 and 4 are heard read weekly by their teacher or teaching assistant and this reading is recorded in their reading record.
- Children who are working below the expected level or not reading regularly at home are heard read daily by their teacher or teaching assistant and this reading is recorded in their reading record.
- Children in reception through to year 2 have access to reading eggs and Oxford Reading Buddy, online games and activities to promote reading fluency and comprehension.
- Phonics play is a free online resource that is available to all children across the school.

Effective Teaching Sequence for Reading in each Guided Reading lesson.**Share the text**

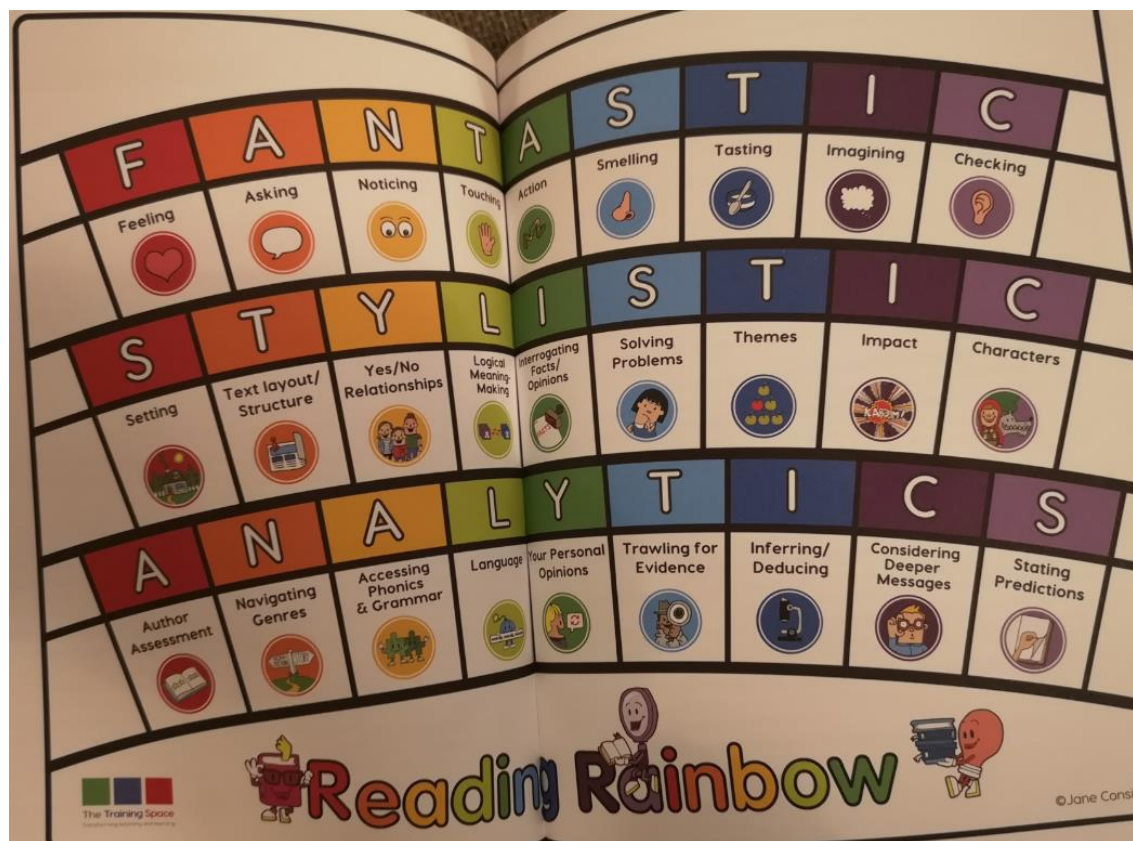
The story, poem, non-fiction text or extract from a text is shared with the children. In the younger year groups the reading is by the teacher as Guided Reading is designed to expose the children to texts beyond those that they can read independently, in KS2 children are encouraged to read aloud to the class or in paired reading, assuming the text is of an appropriate reading level. Greater Depth readers can be readers where appropriate.

**Reading Rainbow**

During the discussion the teacher will plan to focus on specific areas of the Reading Rainbow (See Below) to draw the children into a specific area of analysis. The children will refer to these sessions as book talk, becoming the reading detective. Teachers will model a relevant sentence starter so that children rehearse answering comprehension questions orally in full sentences in preparation writing in full sentences in year 5 and beyond. In KS2, the children will also use APE – (answer, prove, explain) when giving their orally.

**Collecting the Evidence**

All KS1 and KS2 teachers assess half termly using the year group specific assessment grids produce by Hooked on Books. These assessments are based on teacher observation and assessment during the lesson. Teachers may keep a journal of specific observations if this is useful to tracking children' involvement and progress during the lesson. The reading element of the Crowle Writing Sequence, which is evidenced in the children' English book may also be used. Videos, photographs and floor books are also useful forms of evidence.



Ref: Jane Considine (2017) Hooked On Books. The Training Space LTD

Each guided reading session will use three of the appropriate lenses for the year group to explore a story, extract, rhyme, song lyric, non-fiction text. The children will have the opportunity to discuss the book with their teachers and peers making connections to other texts they have read or heard, their own experiences, prior and current learning across the curriculum.

Progression Through The Reading Rainbow

Term	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Listen to a range of stories and rhymes – introduce noticing, feeling, character and setting.	Listen to a range of stories and rhymes – consolidate all fantastic, character, setting and making predictions.	Listen to a range of stories and rhymes – consolidate all fantastic, character, setting, making predictions, yes/no relationships, themes and personal opinions.	Listen to a range of stories and rhymes – consolidate all fantastic, character, setting, making predictions, yes/no relationships, themes, personal opinions problem solving, text layout/structure and impact.	Listen to a range of stories and rhymes – consolidate all fantastics, all stylistics and navigating genres, language, personal opinions, trawling for evidence, inferring/deducing and making predictions.	Listen to a range of stories and rhymes – consolidate all fantastics, all stylistics and navigating genres, language, personal opinions, trawling for evidence, inferring/deducing and making predictions. Begin to formulate written responses.	Listen to a range of stories and rhymes – consolidate all fantastics, all stylistics and navigating genres, language, personal opinions, trawling for evidence, inferring/deducing and making predictions. Formulate written responses.
Spring	Listen to a range of stories non-fiction and rhymes – introduce action, imagining and stating predictions.	Listen to a range of stories and rhymes – introduce themes and yes/no relationships.	Listen to a range of stories and rhymes – introduce solving problems.	Listen to a range of stories and rhymes – introduce interrogating the facts, trawling the evidence, language and navigating genres.	Listen to a range of stories and rhymes – introduce Author assessment, assessing phonics and grammar and considering deeper messages.	Listen to a range of stories and rhymes – introduce Author assessment, assessing phonics and grammar and considering deeper messages. Begin to formulate written responses.	Listen to a range of stories and rhymes – introduce Author assessment, assessing phonics and grammar and considering deeper messages. Formulate written responses.
Summer	Listen to a range of stories and rhymes – introduce touch, taste, smell, imagining and asking.	Listen to a range of stories and rhymes – introduce personal opinions.	Listen to a range of stories and rhymes – introduce text layout and structure and impact.	Listen to a range of stories and rhymes – introduce inferring/deducing and logical meaning-making,	Listen to a range of stories and rhymes – consolidate all fantastic, stylistics and analytics. Greater depth readers who are expected writers will be challenged to give a written response to a text following discussion	Listen to a range of stories and rhymes – consolidate all fantastic, stylistics and analytics. Greater depth readers who are expected writers will be challenged to give a written response to a text following discussion. Begin to formulate written responses.	Listen to a range of stories and rhymes – consolidate all fantastic, stylistics and analytics. Greater depth readers who are expected writers will be challenged to give a written response to a text following discussion. Formulate written responses.

Development of reading across the curriculum, year R to year 4 (includes greater depth indicators, possible interventions to close gaps and reading for pleasure opportunities).

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Decoding / Word Reading</p> <p>Interventions Available:</p> <ul style="list-style-type: none"> • Daily Reading with an adult. • 1:1 or small group phonics. • Rapid Reading • Toe by Toe • Nessy • A range of high-quality texts, that are carefully matched to the children’s phonetic reading ability with age appropriate content. <p>Greater Depth</p> <ul style="list-style-type: none"> • A range of high-quality texts, that are carefully matched to 	<ul style="list-style-type: none"> • Use phonic knowledge to decode regular words and read them aloud accurately. • Read and understand simple sentences. • Read some common irregular words. <p>Secure in phase 3 letters and sounds by the end of reception. (See attached HFW checklist for phases 2 and 3)</p>	<ul style="list-style-type: none"> • Apply phonic knowledge to decode words. • Respond with the correct sound for graphemes for all 40+phonemes – including alternative sounds. • Read accurately by blending taught GPS. • Read common exception words (see progression table below). • Read common suffixes (-s, -es, ing, -ed, -est). • Read multi-syllable words containing taught GPCs. • Read contractions, such as I’m, can’t, we’ll. • Know that apostrophes represent omitted letters 	<ul style="list-style-type: none"> • Apply phonic knowledge and skills consistently to decode quickly and accurately. Read accurately by blending, including alternative sounds for • graphemes. • Read multi-syllable words containing these graphemes. • Read common suffixes • (-ment, -less, -ness, -ful and -ly). • Read exception words, noting unusual correspondences (see progression table below). • Read most words quickly and accurately 	<ul style="list-style-type: none"> • Read with fluency a range of age-appropriate text types, including fairy stories, myths and legends, poetry, plays, non-fiction books • Reading at a speed sufficient for them to focus on understanding with some support. • Read most common exception words by sight (see progression table below). • Know the full range of GPCs and use phonic skills consistently and automatically to address unfamiliar or challenging words. • Determine the meaning of new words by sometimes applying 	<ul style="list-style-type: none"> • Read with fluency a range of age-appropriate text types, including fairy stories, myths and legends, poetry, plays, non-fiction books • reading at a speed sufficient for them to focus on understanding. • Read most common exception words effortlessly, noting unusual correspondence between spelling and sound (see progression table below). • Know the full range of GPCs and use phonic skills consistently and automatically to address unfamiliar or challenging words with few errors. • Determine the meaning of new 	<ul style="list-style-type: none"> • fluently and automatically read a range of age-appropriate texts including both modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or textbooks • determine the meaning of new words by applying morphological knowledge of root words and affixes eg: ambitious, infectious, observation, innocence • use appropriate intonation, tone and volume when reciting or reading aloud to an audience making the meaning clear by how they 	<ul style="list-style-type: none"> • fluently and effortlessly read the full range of age-appropriate texts including both modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books • determine the meaning of new words by applying morphological knowledge of root words and affixes eg: ambitious, infectious, observation, innocence • use appropriate intonation, tone and volume when reciting or reading aloud to an audience making the meaning clear by how they

<p>the children phonetic reading ability.</p> <p>Please note children progress through the levelled reading scheme that matches the pace of their reading fluency and comprehension skills.</p>		<ul style="list-style-type: none"> Read aloud phonically decodable texts. Read pseudo words with accuracy, including vowel digraphs and trigraphs. <p>Secure in phase 4 letters and sounds by January and Secure in Phase 5 by Easter. (See attached HFW checklist for phases 4 and 5)</p>	<p>without overt sounding and blending.</p> <ul style="list-style-type: none"> Read some phonically decodable books with fluency, sound out unfamiliar words automatically. Reread books to build up fluency and confidence. 	<p>knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.</p> <ul style="list-style-type: none"> Prepare poems and play scripts to read aloud and perform, showing appropriate intonation and volume when reciting to reading aloud. 	<p>words by sometimes applying knowledge of root words and their affixes e.g. information, invasion, enclosure, mountainous.</p> <p>Prepare poems and play scripts to read aloud and perform, demonstrating understanding by showing appropriate intonation and volume when reciting to reading aloud.</p>	<p>the same letter-string eg: bought, rough, cough, though, plough</p> <ul style="list-style-type: none"> use appropriate intonation, tone and volume when reciting or reading aloud to an audience with an intention to make the meaning clear 	<p>present the text</p>
<p>High Frequency Words</p>	<p>Phase 2 a an as at if in is it of off on can dad had back and get big him his not got up mum but</p> <p>Phase 3 will that this then them with see for now down look too he she we me be was you they all are my her</p>	<p>Phase 4 went It's from children just help said have like so do some come were there little one when out what</p> <p>Phase 5 don't old I'm by time house about your day made came make here saw very put oh their people Mr Mrs looked called asked could</p>	<p>Next 200 Common Exception Words: Water away good want over how did man going where would or took school think home who didn't ran know bear can't again cat long things new after wanted eat everyone our two has yes play take thought dog well find more I'll round tree magic shouted us other food fox through way been stop must red door right sea these began boy animals never next first work lots need that's baby fish gave mouse something bed may still found live say soon night narrator small car couldn't three head king town I've around every garden fast only many laughed let's much suddenly told another great why cried keep room last jumped because even am before gran clothes tell key fun place mother sat boat window sleep feet morning queen each book its green different let girl which inside run any under hat snow air trees bad tea top eyes fell friends box dark grandad there's looking end than best better hot sun across gone hard floppy really wind wish eggs once please thing stopped ever miss most cold park lived birds duck horse rabbit white coming he's river liked giant looks use along plants dragon pulled We're fly grow</p>				
<p>Common Exception Words</p> <p>Common exception words are shared with parents at the beginning of each</p>		<p>The A Do To Today Of Said Says Are Were Was Is His Has I You Your They Be He Me She We No Go So By My Here There Where Love Come Some One Once Ask Friend</p>	<p>door floor poor because find kind mind behind child children wild climb most only both old cold gold hold told every</p>	<p>accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide</p>	<p>accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary</p>		

<p>academic year.</p>		<p>School Put Push Pull Full House Our</p>	<p>everybody even great break steak pretty beautiful after fast last past father class grass pass plant path bath hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas</p>	<p>heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though although thought through various weight woman women</p>	<p>disastrous embarrass environment equip (–ped, – ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht</p>		
<p>Range of reading</p> <p>Whole class guided reading happens regularly in all three classrooms. Children discuss the books in mixed ability groupings to promote higher order thinking for all children, regardless of reading ability.</p> <p>The teacher reads to the class daily as an opportunity to expose children to books beyond those they can read independently.</p> <p>Each classroom has a copy of the texts from the Pie Corbet recommended reading list for their year groups.</p>	<ul style="list-style-type: none"> Listen to and discuss a wide range of rhymes, stories and non-fiction at a level beyond that at which they can read independently. Link what they read or hear read to their own experiences. 	<ul style="list-style-type: none"> Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Link what they read or hear read to their own experiences. 	<ul style="list-style-type: none"> Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. 	<ul style="list-style-type: none"> Listen to, discuss and express views about a wide range of fiction, poetry and plays – sometimes at a level beyond that which they can read independently. 	<ul style="list-style-type: none"> Listen to, discuss and express views about a wide range of fiction, poetry and plays, beginning to justify comments. 	<ul style="list-style-type: none"> read a growing repertoire of texts – both fiction and non-fiction 	<ul style="list-style-type: none"> demonstrate a positive attitude by frequently reading a wide range of texts – both fiction and non-fiction

<p>Familiarity with texts</p> <p>We have introduced a reading element to the writing sequence for KS1 and KS2 to enhance the children’s understanding of effective texts across a range of genres.</p>	<ul style="list-style-type: none"> Become familiar with key stories, fairy stories traditional tales and rhymes, retelling them with increasing confidence and accuracy. Recognise and join in with predictable phrases. 	<ul style="list-style-type: none"> Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognise and join in with predictable phrases. 	<ul style="list-style-type: none"> Become increasingly familiar with and retell a wide range of stories, fairy stories and traditional tales. Recognise simple recurring literary language in stories and poetry. 	<ul style="list-style-type: none"> Identify themes and conventions in a range of books. 	<ul style="list-style-type: none"> Identify themes and conventions in a range of books, including the conventions of myths and play scripts and begin to make comparisons. 	<ul style="list-style-type: none"> be familiar with a range of text types including modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference books discuss and comment on themes and conventions in various genres 	<ul style="list-style-type: none"> demonstrate familiarity with different texts types accurately identify and comment on the features, themes and conventions across a range of texts and understand their use
<p>Poetry and Performance</p>	<ul style="list-style-type: none"> Listen to and perform a range of nursery rhymes. 	<ul style="list-style-type: none"> Appreciate rhymes and poems and recite some by heart. 	<ul style="list-style-type: none"> Build up a repertoire of poems learnt by heart, appreciate these and recite some with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> Recognise some different forms of poetry, such as shape poems, free verse or narrative and explain their differences. 	<ul style="list-style-type: none"> Recognise, compare and evaluate several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous etc. 	<ul style="list-style-type: none"> read and recite age-appropriate and more challenging poetry that has been learned by heart 	<ul style="list-style-type: none"> demonstrate that they have learned a wide range of poetry by heart
<p>Word Meanings</p> <p>Subject specific and topic vocabulary is taught at the beginning of each lesson/topic.</p> <p><u>Interventions Available</u></p>	<ul style="list-style-type: none"> Discuss word meanings, link new meanings to those already known. 	<ul style="list-style-type: none"> Discuss word meanings, link new meanings to those already known. 	<ul style="list-style-type: none"> Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Discuss favourite words and phrases. 	<ul style="list-style-type: none"> Explain the meaning of words in context; use dictionaries to check meanings. Discuss words and phrases that capture the reader’s interest and imagination. 	<ul style="list-style-type: none"> Explain the meaning of more words in context with greater precision; using dictionaries to check meanings independently. Discuss and 	<ul style="list-style-type: none"> discuss their understanding of the meaning of words in context – finding other words which are similar 	<ul style="list-style-type: none"> explore finer meanings of words show, discuss and explore their understanding of the meaning of vocabulary in context

<ul style="list-style-type: none"> • Pre-teaching of new vocabulary. • Symbol supports. <p><u>Greater Depth</u></p> <ul style="list-style-type: none"> • Three tiers of vocabulary planned for. • Vocabulary rich texts available. 					<p>explain words and phrases that capture the reader’s interest and imagination.</p>		
<p>Understanding</p> <p>Please note children progress through the levelled reading scheme that matches the pace of their reading fluency and comprehension skills.</p>	<ul style="list-style-type: none"> • Demonstrate their understanding when talking with others about what they have read. 	<ul style="list-style-type: none"> • Draw on what they already know or on background information and vocabulary provided by the teacher. • Check that the text makes sense to them as they read and correct inaccurate reading. 	<ul style="list-style-type: none"> • Discuss the sequence of events in books and how items of information are related. • Draw on what they already know or on background information and vocabulary provided by the teacher. • Check that the text makes sense to them as they read and correct inaccurate reading. 	<ul style="list-style-type: none"> • Check the text makes sense, reading to the punctuation and usually re-reading or self-checking. • Explain and discuss their understanding of the text e.g. explain events; describe a character’s actions • Identify how language, structure and presentation contribute to meaning e.g. trembling indicates that the child is scared; text box provides a list of quick facts. 	<ul style="list-style-type: none"> • Check that the text makes sense, reading to the punctuation and habitually re-reading. • Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes through the story etc. • Identify and summarise main ideas drawn from more than one paragraph e.g. a persuasive message to recycle rubbish. • Identify how language, structure and presentation contribute to 	<ul style="list-style-type: none"> • provide straightforward explanations for the purpose of the language, structure and presentation of texts eg: use of bullet points; how a letter is set out; introductory paragraphs • make comparisons within and across texts eg: compare two ghost stories • distinguish fact from opinion with some accuracy and awareness of ambiguity • summarise main ideas from more than one 	<ul style="list-style-type: none"> • identify language, structural and presentational features in texts and explain how they contribute to meaning • use contextual evidence to make sense of the text • make accurate and appropriate comparisons within and across different texts • distinguish between fact and opinion accurately and

					meaning, including identifying key topics within paragraphs.	paragraph – identifying key details which support the main idea	discuss ambiguity between the two <ul style="list-style-type: none"> confidently summaries content drawn from more than one paragraph
<p>Inference</p> <p><u>Interventions Available</u></p> <ul style="list-style-type: none"> Highlighted texts in Y2 – 4 to allow children to find the clues within the text. 	<ul style="list-style-type: none"> Comment on whether they think a character is good or bad. Say, based on their own experiences, how a character is feeling. 	<ul style="list-style-type: none"> Discuss the significance of the title and events. Make inferences on the basis of what is being said and done. 	<ul style="list-style-type: none"> Make inferences on the basis of what is being said and done. Answer and ask questions. 	<ul style="list-style-type: none"> Draw inferences and justify with evidence e.g. characters’ feelings, thoughts and motives from their actions or words. 	<ul style="list-style-type: none"> Draw inferences and justify with evidence e.g. characters’ feelings, thoughts and motives from their actions /words and draw comparisons with little prompting. 	<ul style="list-style-type: none"> draw inferences and justify these with evidence from the text eg: explain how a character’s feelings changed and how they know this 	<ul style="list-style-type: none"> make developed inferences and explain and justify with textual evidence to support their reasoning
<p>Prediction</p>	<ul style="list-style-type: none"> Say, based on their own experiences, what might happen next. 	<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> Predict what might happen from simple details both stated and implied. 	<ul style="list-style-type: none"> Make credible predictions about what might happen from details stated and implied. 	<ul style="list-style-type: none"> make credible and insightful predictions. 	<ul style="list-style-type: none"> make credible and insightful predictions which are securely rooted in the text.
<p>Non-Fiction</p> <p>We have introduced a reading element to the writing sequence for KS1 and KS2 to enhance the children’s understanding of effective texts across a range of non-fiction purposes.</p>	<ul style="list-style-type: none"> Share a range of non-fiction texts. 	<ul style="list-style-type: none"> Listen to and discuss a range of non-fiction texts, drawing on what they already know and on background information and vocabulary provided by the teacher. 	<ul style="list-style-type: none"> Be introduced to non-fiction books that are structured in different ways. 	<ul style="list-style-type: none"> Listen to and discuss a range of non-fiction and reference or textbooks that are structured in different ways; identify their characteristics and recognise typical presentational 	<ul style="list-style-type: none"> Listen to and discuss a range of non-fiction and reference or textbooks that are structured in different ways recognising typical presentational features. Know how 	<ul style="list-style-type: none"> discuss and evaluate how authors use language, including figurative language – and its effect on the reader. 	<ul style="list-style-type: none"> identify the effect of language, including figurative; explain and evaluate its effect – including impact and suitability of choice

				features. <ul style="list-style-type: none"> Retrieve and record information from non-fiction texts. 	information is signposted in reference book and use this to retrieve and record information from non-fiction / reference texts.		
<p>Discussing reading Whole class guided reading happens regularly in all three classrooms. Children discuss the books in mixed ability groupings to promote higher order thinking for all children, regardless of reading ability. We use the reading rainbow from ‘Hooked On Books’ to shape the discussion and all children are encouraged to speak in full sentences, using a range of sentence starters.</p>	<ul style="list-style-type: none"> Participate in discussion about what is read to them, take turns and listen to what others say. 	<ul style="list-style-type: none"> Participate in discussion about what is read to them, take turns and listen to what others say. Explain clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what other say. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those they read for themselves. 	<ul style="list-style-type: none"> Engage with a range of texts, making choices and explaining preferences; start to know preferred authors and text types; talk about books read both in and out of school. During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say. 	<ul style="list-style-type: none"> Engage with a range of texts, making choices and explaining preferences; know some text types; talk about books read both in and out of school making textual references. During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say. 	<ul style="list-style-type: none"> confidently retrieve, record and present information from nonfiction texts. 	<ul style="list-style-type: none"> retrieve, record and present information from non-fiction texts – independently and creatively.



Reading for Pleasure

We want to foster a love of reading for our pupils. We aim to do this through;

- Having an up to date library, with a range of fiction and non-fiction texts that are carefully matched to the age and stage of our readers.
- Sharing texts that are rich in vocabulary, beautifully illustrated and captivating across the curriculum, including a daily story read by the teacher just for the pleasure of listening to a story.
- Embracing the technical age through exposure to audio books, kindle books and online reading programs like the Oxford Reading Buddy and Reading Eggs.
- The Crowle Book Club, where children and teachers can recommend a book to other readers in the school.
- Participating in World Book Day, World Poetry Day, Book Festivals and reading competitions.
- Visiting the local library and reading events e.g. Hay Festival.
- Reading buddies – older children reading to their reading buddy in reception or KS1.
- Inviting authors and illustrators into school to work with the children.
- Developing an outdoor reading area.
- Opportunities to read and hear stories outside of the classroom.
- Pie Corbet recommended reads available in every classroom.
- Reading road maps and books for topics used by teachers to select books to share with their children.
- Book Talk is encouraged and celebrated throughout the school.
- Inspire workshops for children to share their love of reading with their parents, grandparents and other adults.

- Positive images of reading displayed around the school and on the school website.

Animal books
Suitable for Key Stage 1–Key Stage 3

This road map features various animal-themed books with brief descriptions. Examples include 'Claude series' by Alex T Smith, 'The Boy Who Swam to America' by Jessi G. Adams, and 'The Secret of the Night Fox' by Sylvia Hootch.

Adventure books
Suitable for Key Stage 1–Key Stage 3

This road map features adventure-themed books. Examples include 'The Boy Who Swam to America', 'The Secret of the Night Fox', and 'The Boy Who Swam to America'.

Mystery books
Suitable for Key Stage 1–Key Stage 3

This road map features mystery-themed books. Examples include 'The Secret of the Night Fox', 'The Boy Who Swam to America', and 'The Boy Who Swam to America'.

Sports books
Suitable for Key Stage 1–Key Stage 3

This road map features sports-themed books. Examples include 'The Boy Who Swam to America', 'The Secret of the Night Fox', and 'The Boy Who Swam to America'.

Magical books
Suitable for Key Stage 1–Key Stage 3

This road map features magical-themed books. Examples include 'The Boy Who Swam to America', 'The Secret of the Night Fox', and 'The Boy Who Swam to America'.

