

Year Group Reading Expectations Breakdown

Language Comprehension

How do we develop talk and listening at Kibblesworth Academy

<p><b>Nursery</b></p>	<p>Message Board            Pre-RWI programme            Floor books, daily reflections            Plan Do Review            Songs, rhyme and story time            Reinforce listening skills - listening ears/magnet eyes            Daily interactions during CI play            Adult directed/led sessions            Modelling sentence structures            Planned interactions            Planned, directed tasks            Conflict resolution            News time            Story sack time            Snack time</p>
<p><b>Reception</b></p>	<p>Message Board            Pre-RWI programme            Floor books, daily reflections            Plan Do Review            Songs, rhyme and story time            Reinforce listening skills - listening ears/magnet eyes            Daily interactions during CI play            Adult directed/led sessions            Modelling sentence structures            Planned interactions            Planned, directed tasks            Story sack time            News time            Conflict resolution            Snack time</p>
<p><b>Year 1</b></p>	<p>Jigsaw            Daily story time            Rainbow menu- challenges that include discussion (talking about local area using Google Maps)            Meeting for School Council</p>

	<p>Songs for maths and topic based learning          Speaking for writing- 'hold a sentence', sentence stacking          Maths reasoning          Assemblies          Break</p>
<b>Year 2</b>	<p>Performance poetry          Class meeting          Maths Talk          Mental Maths discussion          Reading journal and Phonics          Assemblies          Break          Small Group          Register          Story time          Maths reasoning          Jigsaw          Speaking for writing- sentence stacking          4B4          School performances          Year group coffee morning</p>
<b>Year 3</b>	<p>Reading Journal          Sharing sentences in English          PSHE / Jigsaw          Talking at playtime and the start of the day          Drama activities          Assembly          Small group work          Class story time          Book talk          Speaking for writing – sentence stacking          4B4          School performances          Chance to Dance project</p>
<b>Year 4</b>	<p>Class debate,          Sentence stacking          Assembly,          Drama activities          PSHE lessons,          Reading journal,          Poetry performance,</p>

	<p>Mini Masters Book talk</p>
<b>Year 5</b>	<p>Teacher and pupils reading aloud (pleasure read, English and Reading Journal), Assembly, Sentence stacking Drama/conscience alley, Paired talk, Peer assessment/talk about work, Book Talk Mini Masters Class debate Museum exhibitions Poetry performance School Performances Project performances e.g. ritual and transformation skills (Pharaohs), Instruction following (Allotment) Interactive and tangible research tasks 4B4 Retrieval grids Comprehension (Leaflets/Posters/1<sup>st</sup> Person Accounts)</p>
<b>Year 6</b>	<p>Book talk Sentence stacking During project During registration Poetry Questioning during taught lessons Retell (across all subjects) Small group time Mini Masters</p>



Phonics and Reading

Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Assessments</b>	Baseline	Ongoing daily formative assessments	Ongoing daily formative assessments	Ongoing daily formative assessments	Ongoing daily formative assessments	End of term RWI Set 1 sounds assessment End of term assessments
<b>Individual reading in school</b>	<p>Weekly story sack session. <b>Understands print has meaning.</b></p> <p>Morning book sharing with friends-book handling skills focus.</p> <p><b>Name the different parts of a book.</b></p> <p>Name and reinforce daily.</p>	<p>Weekly story sack session. <b>Understands print has meaning and page sequencing.</b></p> <p>Morning book sharing with friends - book handling skills focus. <b>Name the different parts of a book.</b></p> <p>Name and reinforce daily.</p>	<p>Weekly story sack session. <b>Understands print has meaning Page sequencing.</b></p> <p>Morning book sharing with friends-Reading illustrations focus. <b>Text reads left to right, top to bottom.</b></p> <p>Model use of 'reading finger' during small group stories.</p>	<p>Weekly story sack session. <b>Name the different part of a book.</b></p> <p>Morning book sharing with friends - 'Can you show me...' <b>Text reads left to right, top to bottom.</b></p> <p>Model use of 'reading finger' during small group stories.</p>	<p>Weekly story sack session. <b>Understand the first 5 key concepts of print.</b></p> <p>All 5 concepts to be reinforced daily.</p> <p>Retelling and sharing stories.</p>	<p>Weekly story sack session. <b>Understand the first 5 key concepts of print.</b></p> <p>All 5 concepts to be reinforced daily.</p> <p>Child led storytime - sharing favourite books. Reading picnic.</p>
<b>Storytelling</b>	<p>Introduce, discuss and explore concept of a <b>character</b>.</p> <p>Model storytelling through small world and role play scenarios.</p>	<p>Explore and discuss <b>characters</b>.</p> <p>Model storytelling through small world and role play scenarios.</p>	<p>Introduce, discuss and explore <b>settings</b>.</p> <p>Story spoons Story stage Story circle</p> <p><b>National storytelling week-30<sup>th</sup> Jan</b></p>	<p>Explore and discuss <b>settings</b>.</p> <p>Role play and small world scenarios. Story map introduction.</p> <p><b>World Book Day-3<sup>rd</sup> March</b></p>	<p>Continue to discuss and explore <b>characters</b> and <b>settings</b>.</p> <p>Introduce story <b>problem</b>. Role play Small world scenarios Storyteller's chair Story map.</p> <p>'Mini book' writing and reading.</p>	<p>Introduce <b>Solution'</b> - how will the <b>problem</b> be solved?</p> <p>Creating verbal stories with all 4 key elements. Role play and small world scenarios. Children to host storytime with their favourite book.</p> <p>Story Map Story Circles</p>



<p><b>Fiction Focus Texts (Highlighted texts to be learnt by heart)</b></p>	<p><b>Peace at Last (core book)</b> Stanley's Stick John Hegley I'm Not a Stick Antoinette Portis</p>	<p>The Marvellous Moon Map Teresa Heapley <b>Beegu - Alexis Deacon</b></p>	<p><b>Stick Man Julia Donaldson</b> Lost and Found - Oliver Jeffers</p>	<p><b>Goldilocks and the Three Bears</b> - Ladybird Version Dear Mother Goose - Nick Sharrat</p>	<p>The Tiny Seed - Eric Carle <b>Jasper's Beanstalk – Mick Inkpen</b></p>	<p><b>The Hungry Caterpillar</b> The Bad Tempered Ladybird Eric Carle Elmer - David Mckee</p>
<p><b>Poetry Focus Text</b></p>	<p>Core Nursery Rhymes - The Usborne Big Book of Nursery Rhymes</p>	<p>Nursery Rhyme Challenge - Time for a Rhyme</p>	<p>Peepo - Janet and Alan Alhberg</p>	<p>Goldilocks - Nick Sharratt Shirley Hughes - Out and About</p>	<p>Mad About Minibeasts - Giles Andreae</p>	<p>Toddle Waddle - Nick Sharratt</p>
<p><b>Phonics Develop phonological awareness</b></p>	<p>Environmental Sounds Body percussion How to be a good listener.</p>	<p>Environmental Sounds Body percussion How to be a good listener. <b>Instrumental sounds.</b></p>	<p>Alliteration Rhyming Instrumental Sounds</p>	<p>Rhyming Alliteration Syllables Oral blending and segmenting.</p>	<p>Rhyming Alliteration Syllables Voice Sounds Oral blending and segmenting Hearing and saying initial sounds - RWI Set 1</p>	<p>Rhyming Alliteration Syllables Voice Sounds</p>
<p><b>RWI Sound</b></p>				<p>Print in the environment I Spy using RWI flashcards</p>	<p>Print in the environment I Spy using RWI flashcards Introduction to Set 1 sounds</p>	<p>Know Set 1 single letter sounds (greater depth)</p>
<p><b>Accuracy Fred Talk</b></p>				<p>Robot blending and segmenting</p>	<p>Oral blending and segmenting - introduction to Fred/Fred talk Hearing and saying initial sounds in words</p>	<p>Oral blending Blend with Speed sounds cards</p>
<p><b>Class reading (promoting reading for pleasure)</b></p>	<p>Reading area accessible at all times Children receive a weekly story sack to share at home Books in all areas of the classroom with meaningful links, fiction/ non-fiction Story stones/spoons and puppets to be available in reading area Storytelling week in school- links with home 30<sup>th</sup> Jan Books used as a hook for topics, to enhance subjects and as a starting point to encourage speaking and listening Favourite authors shared and explored. Separate reading area in Nurture room for small groups to access Books read based on children's interests Activities linking to well-loved texts as enhancements in continuous provision.</p>					
<p><b>Interventions/</b></p>	<p>Phonics set 1 sounds displayed in each room Summer Term Phonics mats in writing area</p>					



<b>Specific support</b>	Spring Term RWI mats Summer Term Revisiting set 1, listening skills, sound discrimination Opportunities in the environment, sound games, modelling skills, speaking & listening, instruments, familiar sounds, print rich environment Extra story time Extra phonics lessons based on a specific sound or blending 1:1 and small group reading Child Led Storytelling Time Early Talk Boost
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**Reception**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Assessments</b>	Baseline on-entry phonics  ½ term phonics  Daily phonics assessment	½ term phonics assessment  Daily phonics assessment	½ term phonics assessment  Daily phonics assessment	½ term phonics assessment  Daily phonics assessment	½ term phonics assessment  Daily phonics assessment	½ term phonics assessment  Daily phonics assessment  Daily phonics assessment
<b>RWI Decodable Phonics Book</b>	Set 1 speed sounds	Sound Blending	Red	Green	Green/purple	Purple
<b>RWI Sounds</b>	Read all Set 1 single letter sounds  Know 6 Set 1 digraphs.  Blend sounds into words orally	Read all Set 1 single letter sounds  Know 6 Set 1 digraphs.  Blend sounds into words orally.	Know 4 Set 2 digraphs.  Read set 1 digraphs speedily.  Know clusters.	Know 8 Set 2 digraphs.  Read at least 4 Set 2 digraphs speedily.  Read words with clusters speedily.	Know 12 Set 2 digraphs  Read at least 8 Set 2 digraphs speedily  Read words with clusters speedily	Know 18 digraphs (set 1 and set 2)  Read sounds speedily
<b>Accuracy Fred Talk</b>	Oral blending Blend with Speed sounds cards	Phonic Green CVC words containing sounds they know (1.1-1.3)	Phonic Green CVC words containing digraphs (1.4-1.6)  Nonsense words containing set 1 sounds  Phonic Green words containing 4 sounds (1.7)	Phonic Green words containing some set 2 sounds  Nonsense words containing set 1 & some set 2 sounds  Some 2 and 3 letter clusters (scr, str, spr...)	Phonic Green words containing set 2 sounds  Nonsense words containing set 2 sounds 2 and 3 letter clusters (scr, str, spr...)	Phonic Green words containing set 2 sounds  Nonsense words containing set 2 sounds 2 and 3 letter clusters (scr, str, spr...)



			Phonic Green words containing 5 sounds (1.7) (Words containing clusters eg, fr,st...)			
<b>Early Learning Goals: Word Reading</b>						Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
<b>Early Learning Goals: Comprehension</b>						Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
<b>Class reading (promoting reading for pleasure)</b>	Reading area accessible at all times Children receive a weekly story sack to share at home Books in all areas of the classroom with meaningful links, fiction/ non-fiction Story stones/spoons and puppets to be available in reading area Storytelling week in school- links with home Books used as a hook for topics, to enhance subjects and as a starting point to encourage speaking and listening					



	<p>Favourite authors shared and explored</p> <p>Separate reading area in Nurture room for small groups to access</p> <p>Books read based on children's interests</p> <p>Activities linking to well-loved texts as enhancements in continuous provision</p>
<b>Interventions/ Specific support</b>	<p>Phonics set 1 sounds displayed in each room</p> <p>Summer Term Phonics mats in writing area</p> <p>Spring Term RWI mats</p> <p>Summer Term Revisiting set 1, listening skills, sound discrimination</p> <p>Opportunities in the environment, sound games, modelling skills, speaking &amp; listening, instruments, familiar sounds, print rich environment</p> <p>Extra story time</p> <p>Extra phonics lessons based on a specific sound or blending 1:1 and small group reading</p> <p>Child Led Storytelling Time</p> <p>Early Talk Boost</p>

**Year 1**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Assessments</b>	½ termly phonics assessment, ongoing daily phonics assessment	½ termly phonics assessment, ongoing daily phonics assessment	½ termly phonics assessment, ongoing daily phonics assessment  Phonic screening mock	½ termly phonics assessment, ongoing daily phonics assessment	½ termly phonics assessment, ongoing daily phonics assessment	½ termly phonics assessment, ongoing daily phonics assessment  Phonics screening
<b>Individual reading in school</b>	3 x weekly minimum (Community reading volunteers and teacher.) Books changed on weekly basis					
<b>RWI Decodable Phonics book</b>	purple	pink	orange	yellow	yellow	blue
<b>Number of speedy green words</b>	Fred in your head – 45 words Read some set 2 sounds	Fred in your head – 55 words Read all of set 2 sounds	Fred in your head – 58 words Read some set 3 sounds	Fred in your head – 58 words	Fred in your head – 60 words  RWI assessment – 70+WPM  Read all set 3 sounds	Fred in your head – 60 words  RWI assessment – 70/80+ WPM
<b>Whole class reading journal /</b>	Morning reading time independent and listened to/supported by adults					



<p><b>Hooked on Books approach</b></p>	<p>KS1 Reading Rainbow used to support book talk x 2 session weekly. Whole class text used for children to articulate their ‘reading brain’ and use year group specific high utility words to explain their point.</p> <p>Demonstration comprehension x 2 sessions weekly. Model comprehension lessons x 1 time per unit using Cracking Comprehension, modelling the thinking process and strategies adopted when answer a range of comprehension questions about a relevant text.</p> <p>Independent comprehension x 1 sessions weekly. Independent comprehension x 1 session per unit – cracking comprehension</p> <p><b>Can read with fluency?</b> <b>Can read with expression?</b> <b>Can decipher tricky words?</b> <b>Can read with confidence?</b> <b>Can provide an oral comprehension answer?</b></p>
<p><b>Whole class reading skills</b></p>	<p>Retelling stories, fairy stories and tales Predict what might happen based on what has been read Recognise and join in with predictable words and phrases Reciting poems and verse by heart Linking reading to own experiences Discussing word meanings Linking new words to own knowledge Drawing on own knowledge to understand Make inferences based on what is said or done Explaining clearly and understanding what has been read Listening and discussing a wide range of poems, stories and non-fiction Discussing titles and events in books Discuss features of key stories, fairy tales and tales Discuss what has been read</p>
<p><b>Class novels (promoting reading for pleasure)</b></p>	<p>As shown on year group long term planning Class reading area with a wide range of quality texts updated half termly Mini Masters/teachers deliver reading assemblies Storytelling week in school- links with home Some books read based on children's interests Reading Journal lessons daily Book talk Books used as a hook for topics or enhance subjects BAME characters within the books shared as part of the schools reading curriculum Competitions for reading engagement and broadening reading</p>



<b>Interventions / specific support</b>	Additional phonics lessons as required Additional 1:1 reading support with community volunteers CVC targeted work
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**Year 2**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Assessments</b>	½ termly phonics assessment, ongoing daily phonics assessment	½ termly phonics assessment, ongoing daily phonics  Phonics screening check	½ termly phonics assessment, ongoing daily phonics assessment	½ termly phonics assessment, ongoing daily phonics  Phonics screening check	½ termly phonics assessment, ongoing daily phonics assessment	½ termly phonics assessment, ongoing daily phonics  Phonics screening check
<b>STAR scaled score</b>	<b>177</b>	<b>187</b>	<b>197</b>	<b>207</b>	<b>217</b>	<b>227</b>
<b>Individual reading in school</b>	3 x weekly minimum (Community reading volunteers and teacher.) Books changed on weekly basis					
<b>RWI Decodable</b>	Blue	Read Blue storybooks with increasing fluency and comprehension	Grey	Read Grey storybooks with increasing fluency and comprehension	Move to AR / Reading Rails	Move to AR / Reading Rails
<b>Oral reading fluency</b>	60-70wpm		70-80wpm			
<b>Whole class reading journal / Hooked on Books approach</b>	Daily morning reading time with staff and mentors  KS1 Reading Rainbow used to support book talk x 2 session weekly. Whole class text used for children to articulate their ‘reading brain’ and use year group specific high utility words to explain their point.  Demonstration comprehension x 2 sessions weekly. Model comprehension lessons x 1 time per unit using Cracking Comprehension, modelling the thinking process and strategies adopted when answer a range of comprehension questions about a relevant text.  Independent comprehension x 1 sessions weekly. Independent comprehension x 1 session per unit – cracking comprehension  <b>Can read with fluency?</b> <b>Can read with expression?</b>					



	<p><b>Can decipher tricky words?</b>  <b>Can read with confidence?</b>  <b>Can provide an oral comprehension answer?</b></p>
<p><b>Class novels (promoting reading for pleasure)</b></p>	<p>As shown on year group long term planning                  Class reading area with a wide range of quality texts updated half termly                  Mini Masters/teachers deliver reading assemblies                  Storytelling week in school- links with home                  Some books read based on children's interests                  Daily dedicated whole class reading time                  Books used as a hook for topics or enhance subjects                  BAME characters within the books shared as part of the schools reading curriculum                  Reading competitions</p>
<p><b>Interventions / specific support</b></p>	<p>Extra reading/story time with a teacher                  Support of UKS2 reading mentor / community volunteer                  Precision teaching based on HFW                  Phonics set 2 &amp; set 3 1:1 intervention used, specific to the children's needs.                  RWInc various spelling patterns – no more than 4 sounds                  Boxing-in to help recognize the word formation                  Rereading/recapping over stories to aid comprehension                  Nessy                  Cracking Comprehension                  Accelerated Reader target setting                  Reading mentors 1:1 reading                  Reading volunteers listening to readers 1:1</p>

**Year 3**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Assessment Scaled score</b>	STAR reading 228	STAR reading 242	STAR reading 255	STAR reading 271	STAR reading 285	STAR reading 291
<b>Individual reading in school</b>	Daily reading across the curriculum Books changed on an individual basis as required Daily independent reading					
<b>Individual reading book</b>	Assessed on entry and provision as required on an individual basis Reading Rails/Reading Air/ AR Book banded books on class shelves					

	<p>Pupils choose books with teacher guidance where needed</p>
<p><b>Whole Class Reading Journal Daily/ Hooked on Books approach</b></p>	<p>KS2 Reading Rainbow used to support book talk x 1 session weekly.          Whole class text used for children to articulate their ‘reading brain’ and use year group specific high utility words to explain their point.</p> <p>Demonstration comprehension x 2 sessions weekly.          Model comprehension lessons x 1 time per unit using Cracking Comprehension, modelling the thinking process and strategies adopted when answer a range of comprehension questions about a relevant text.</p> <p>Independent comprehension x 1 sessions weekly.          Independent comprehension x 1 session per unit – cracking comprehension</p> <p><b>Can read with fluidity?</b>  <b>Can read with expression?</b>  <b>Can decipher tricky words?</b>  <b>Can read with confidence?</b>  <b>Can provide an oral comprehension answer?</b></p>
<p><b>Class Novels (promoting reading for pleasure)</b></p>	<p>As shown on year group long term planning.          Class reading area with a wide range of quality texts updated half termly          Mini Masters/teachers deliver reading assemblies          Storytelling week in school- links with home          Some books read based on children's interests          Reading Journal lessons daily          Books used as a hook for topics or enhance subjects          BAME characters within the books shared as part of the schools reading curriculum          Reading Rails/Reading Air competitions</p>
<p><b>Interventions/ specific support</b></p>	<p>Extra reading/story time with a teacher          Support of UKS2 reading mentor / community volunteer          Precision teaching based on HFW          RWinc 1:1 interventions used as appropriate          RWinc various spelling patterns – no more than 4 sounds          Boxing-in to help recognise the word formation          Rereading/recapping over stories to aid comprehension          Nessy          LBQ          Cracking Comprehension          Accelerated Reader target setting          Reading mentors 1:1 reading          Reading volunteers listening to readers 1-1</p>

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Assessment Scaled score</b>	STAR reading 292	STAR reading 323	STAR reading	STAR reading 360	STAR reading	STAR reading 370
<b>Individual reading in school</b>	Daily reading across the curriculum Books changed on an individual basis as required					
<b>Individual reading book</b>	Assessed on entry and provision as required on an individual basis Reading Rails/Reading Air/ AR Book banded books on class shelves Pupils choose books with teacher guidance where needed					
<b>STAR Oral Reading Fluency</b>		76		85		95
<b>Whole Class Reading Journal Daily/ Hooked on Books approach</b>	<p>KS1 Reading Rainbow used to support book talk x 1 session weekly. Whole class text used for children to articulate their 'reading brain' and use year group specific high utility words to explain their point.</p> <p>Demonstration comprehension x 2 sessions weekly. Model comprehension lessons x 1 time per unit using Cracking Comprehension, modelling the thinking process and strategies adopted when answer a range of comprehension questions about a relevant text.</p> <p>Independent comprehension x 1 sessions weekly. Independent comprehension x 1 session per unit – cracking comprehension</p> <p>Can read with fluidity? Can read with expression? Can decipher tricky words? Can read with confidence? Can provide an oral comprehension answer?</p>					
<b>Class Novels (promoting reading for pleasure)</b>	<p>As shown on year group long term planning Class reading area with a wide range of quality texts updated half termly Mini Masters/teachers deliver reading assemblies Storytelling week in school- links with home Some books read based on children's interests Reading Journal lessons daily Books used as a hook for topics or enhance subjects BAME characters within the books shared as part of the schools reading curriculum</p>					



	Reading Rails/Reading Air competitions
<b>Interventions/ specific support</b>	<p>Extra reading/story time with a teacher</p> <p>Precision teaching based on HFW</p> <p>RWinc various spelling patterns – no more than 4 sounds</p> <p>Boxing-in to help recognize the word formation</p> <p>Rereading/recapping over stories to aid comprehension</p> <p>RWinc 1:1 interventions used as appropriate</p> <p>Nessy</p> <p>LBQ</p> <p>Cracking Comprehension</p> <p>Accelerated Reader target setting</p> <p>Reading mentors 1:1 reading</p> <p>Reading volunteers listening to readers 1:1</p>

**Year 5**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Assessment Scaled score</b>	STAR reading 371	STAR reading 424	STAR reading	STAR reading 455	STAR reading	STAR reading 463
<b>Individual reading in school</b>	Daily reading across the curriculum Books changed on an individual basis as required					
<b>Individual reading book</b>	Assessed on entry and provision as required on an individual basis Reading Rails/Reading air/ AR Book banded books on class shelves Pupils choose books with teacher guidance where needed					
<b>STAR Oral Reading Fluency</b>		98		105		111
<b>Whole Class Reading Journal Daily/ Hooked on Books approach</b>	<p>KS1 Reading Rainbow used to support book talk x 1 session weekly.</p> <p>Whole class text used for children to articulate their ‘reading brain’ and use year group specific high utility words to explain their point.</p> <p>Demonstration comprehension x 2 sessions weekly.</p> <p>Model comprehension lessons x 1 time per unit using Cracking Comprehension, modelling the thinking process and strategies adopted when answer a range of comprehension questions about a relevant text.</p> <p>Independent comprehension x 1 sessions weekly.</p> <p>Independent comprehension x 1 session per unit – cracking comprehension</p>					

	<p><b>Can read with fluidity?</b>  <b>Can read with expression?</b>  <b>Can decipher tricky words?</b>  <b>Can read with confidence?</b>  <b>Can provide an oral comprehension answer?</b></p>
<p><b>Class Novels (promoting reading for pleasure)</b></p>	<p>As shown on year group long term planning  Class reading area with a wide range of quality texts updated half termly  Mini Masters/teachers deliver reading assemblies  Storytelling week in school- links with home  Some books read based on children's interests  Reading Journal lessons daily  Books used as a hook for topics or enhance subjects  BAME characters within the books shared as part of the school's reading curriculum &amp; Reading Air  Reading Rails/Reading Air competitions  Reading work and appreciating their own writing on a daily basis  Pupils suggesting books for others to read – openly discussing opinions and evaluations on what they have read.</p>
<p><b>Interventions/ specific support</b></p>	<p>Extra reading/story time with a teacher  Precision teaching based on HFW  Phonics set 2 &amp; set 3 recap if needed  RWInc various spelling patterns – no more than 4 sounds  Boxing-in to help recognize the word formation  Rereading/recapping over stories to aid comprehension  Nessy  LBQ  Cracking Comprehension  Accelerated Reader target setting  Reading mentors 1:1 reading  Reading volunteers listening to readers 1:1</p>

**Year 6**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Assessment Scaled score</b>	STAR reading 464	STAR reading 525	STAR reading	STAR reading 555	STAR reading	STAR reading 574 858- High score
<b>Individual reading in school</b>	Daily reading across the curriculum Books changed on an individual basis when required					



<p><b>Individual reading book</b></p>	<p>Assessed on entry and provision as required on an individual basis                  Reading Rails/Reading air/ AR Book banded books on class shelves                  Pupils choose books with teacher guidance where needed</p>
<p><b>Whole Class Reading Journal Daily/ Hooked on Books approach</b></p>	<p>KS1 Reading Rainbow used to support book talk x 1 session weekly.                  Whole class text used for children to articulate their ‘reading brain’ and use year group specific high utility words to explain their point.</p> <p>Demonstration comprehension x 2 sessions weekly.                  Model comprehension lessons x 1 time per unit using Cracking Comprehension, modelling the thinking process and strategies adopted when answer a range of comprehension questions about a relevant text.</p> <p>Independent comprehension x 1 sessions weekly.                  Independent comprehension x 1 session per unit – cracking comprehension</p> <p>Can read with fluidity?                  Can read with expression?                  Can decipher tricky words?                  Can read with confidence?                  Can provide an oral comprehension answer?</p>
<p><b>Class Novels (promoting reading for pleasure)</b></p>	<p>As shown on year group long term planning                  Class Reading corner with a wide range of books                  BAME characters within the books shared as part of the schools reading curriculum                  Reading mini masters/teachers deliver reading assemblies                  Storytelling week in school- links with home                  Pleasure reading - books chosen by individual classes                  Books used as a hook for topics or enhance subjects                  Y6 Reading Mini Masters                  SATs Boot Camp- reading comprehension tasks                  Revision afternoons (Spring Term)                  Homework tasks (reading focus as and when appropriate)                  Use of past SAT reading papers as a reading tool                  Reading Rails/Reading Air competitions</p>
<p><b>Interventions/ specific support</b></p>	<p>Rereading/recapping over stories to aid comprehension                  Extra reading time with a teacher                  Teacher monitor home books so they are relevant (books read to by the class teacher as part of a set to inspire children that are reluctant readers)                  Weekly revision afternoons with a carousel, one of which is reading-based (Spring Term)                  Nessy                  Accelerated Reader target setting                  Cracking comprehension                  LBQ                  Reading mentors 1:1 reading                  Volunteers hearing children read 1:1</p>

