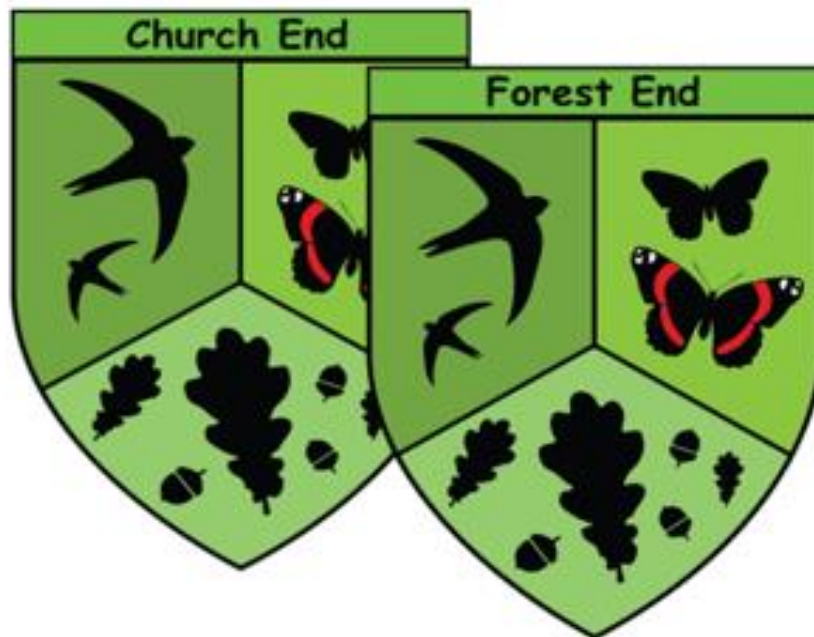


MARSTON MORETEYNE VC SCHOOL



READING POLICY

June 2022



Rationale

At Marston Moreteyne School we have a clear, consistent, whole school approach to reading. Competence in reading is the key to independent learning and is given the highest priority, enabling pupils to become enthusiastic, reflective and life-long readers. We believe that success in reading has a direct effect upon progress in all other areas of the curriculum and is crucial in developing children's self-confidence and motivation.

Intent

At Marston Moreteyne School, we aim to:

- Be determined that every pupil will learn to read, regardless of their background, needs or abilities.
- Ensure that all children, including the weakest readers, make sufficient progress to meet or exceed age-related expectations.
- Provide the children with the skills and strategies necessary to develop into competent, curious and fluent readers.
- Promote and encourage a life-long interest and enjoyment for reading.
- Encourage high standards of reading throughout the school
- Develop pupils' engagement and confidence in reading.

Teaching and Learning (Implementation)

At our school we strive to nurture and develop every child's interest and enjoyment of reading at the earliest stage of their development. The teaching of reading is structured and carefully planned at every stage.

Reading in Our Early Years Settings - Chimney Tots Pre-School (Nursery)

Throughout the Chimney Tots setting, our focus is around developing children's language and communication skills through the Early Years Foundation Stage curriculum. Early matching, categorising and sorting activities within the environment are used to develop visual discrimination skills needed for early reading.

Books are shared daily in a small groups and children are motivated to look at and talk about story and information books in their child initiated play. We aim to utilising books in all areas of the provision. Print has a high profile in the environment and children are encouraged to recognise and talk about the meaning.

Within the Pre-School children are introduced to systematic, synthetic phonics through a variety of activities that encourage active listening of sounds within words. The focus of these activities is on listening to and repeating sounds, rather than on directly reading words. This supports children's developing speaking and listening skills and linking of sounds and letters.

Activities are divided into seven groups:

Environmental sounds, Instrumental sounds, Body percussion, Rhythm and rhyme, Alliteration, Voice Sounds and Oral blending and Segmenting.

This phase concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which develops through the school. The emphasis during these activities is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. These activities are planned for by focusing on seven aspects which can be outlined in our "Phonics Progression Document. This also outlines the coverage/sequence in all year groups. (Appendix 1)

Acorn Classes (Reception)

As children progress into our Reception classes an emphasis of phonics teaching will support children's understanding that letters represent sounds in spoken words which will support their decoding of the printed word. As a school we have fully adopted the DfE Validated SSP - 'Jolly Phonics'.

Jolly Phonics is a comprehensive programme, based on the proven, fun and multi-sensory synthetic phonics method that gets children reading and writing from an early age.

These 42 letter sounds are phonic building blocks that children, with the right tools, use to decode the English language. When reading a word, they recognise the letters and blend together the respective sounds; when writing a word they identify the sounds and write down the corresponding letters. These skills are called blending and segmenting.

We ensure that we provide decodable books matched to pupils' phonic knowledge. The sequence of reading books shows a cumulative progression in phonics knowledge and is matched closely to our phonic programme. Teachers give children sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home.

We ensure that our phonics programme is sustainable and works for all children, including the most disadvantaged.

Each lesson follows the same sequence that can be outlined below:

1. Learning the letter sounds: Children are taught 42 letter sounds, which is a mix of alphabet sounds (1 sound - 1 letter) and digraphs (1 sound - 2 letters) such as sh, th, ai and ue. Using a multi-sensory approach each letter sound is introduced with fun actions, stories and songs. We teach the letter sounds in 7 groups of 6 letters at a pace of up to six sounds in a two week block. Children can start reading after the first group of letters have been taught.
2. Learning letter formation: This is taught alongside the introduction of each letter sound. Typically, children will learn how to form and write the letters letter down during the course of the lesson.
3. Blending: Once the first few letter sounds are learnt, children begin blending the sounds together to help them read and write new words.

4. **Segmenting:** When children start reading words, they also need to start identifying the phonic components that make the word sound the way it does. By teaching blending and segmenting at the same time children become familiar with assembling and breaking down the sounds within words.
5. **Tricky words:** These are words with irregular parts, such as 'who' and 'I'. Children learn these as exceptions to the rules of phonics. Introducing the common tricky words early in the year increases reading fluency (as they frequently occur in those first simple sentences you might expect them to read).

Phonics lessons are planned to be fun and interactive, whilst maintaining a structured approach that introduces new content and allows children to re-visit pre-taught concepts and implement new learning.

In Year R children consolidate their auditory skills from Nursery. By the end of the Year R most children will be confident in Step 1 and 2 (content outlined in our Phonics overview document). By the Spring Term children are grouped depending on their phonic attainment and work through the phases progressively at a differentiated rate to ensure their knowledge is embedded. These groupings are based upon regular assessments that assess the children's phonemic understanding at their current level.

We ensure that high-quality staff training is in place to ensure all staff have the knowledge and skills to implement the high quality practice outlined.

An interest in books is developed by sharing songs, stories and rhymes, fostering opportunities to talk and re-enact stories or follow children's interests through information books. High quality books are shared with the children daily and children are motivated to look at and talk about story and information books in their child initiated play by utilising books in all areas of the provision. The children are also given the opportunity to visit our school library and take books home to share.

Reading Books are introduced from the very start of Reception and we ensure that the books that the children take home contain the phonics that the child is working on in school. These books can be from a selection of Reading Schemes that have been colour banded according the phonic content and complexity of the text (See appendix 2 that shows our colour banding overview). These books give children the opportunity to practice and transfer their new skills and knowledge.

In the spring term YR begin a differentiated guided reading program once a week following objectives from the Early Years Foundation Stage curriculum. During this time, children are supported by a teacher in small groups to develop their speaking, listening and reading skills. This is also an opportunity to promote positive reading and learning behaviors. It also promotes their vocabulary knowledge.

Throughout child initiated learning time children have the opportunity to explore books of their own interest in quiet and inviting book corners. Books on certain subjects are also used to enhance the continuous provision to encourage reading in all areas of the setting.

Phonics Progression through the School

In Year 1 children continue to work through the content of the "Jolly Phonics" scheme' with a daily phonics lesson, these lessons are differentiated and grouped where appropriate. Teachers use regular assessments which identify where children need to re-visit and recap content from the previous content. Lessons continue to be engaging, multi-sensory, active and fun. Children in Year One take the Phonic Screening Check (PSC) in the Summer Term, which is statutory.

As children progress into Year 2, phonics teaching continues to ensure children's fluent decoding of new words supports their reading. Most children in Year 2 are working within the content of Step 3. Alongside the phonics teaching children are also working through the content of "Jolly Grammar". Children also focus on understanding the content of:

- new spelling patterns
- syllables, spelling rules - consonant doubling and adding suffixes/prefixes
- tricky word families
- plurals
- homophones
- further adjectives work
- possessive, comparatives and superlatives
- prepositions, conjunctions
- alphabetical order and dictionary work
- punctuation,
- contractions,
- past tenses and further sentence development.

By the end of Year 2 it is the expectation for children to have worked through all of the phonic content outlined in steps 1-3.

Children in Year 2 who did not pass their PSC in Year One are carefully monitored to ensure they are successful when revisiting the Year 2 PSC in the Summer Term.

Intervention and revision is in place to ensure these children catch up and make progress.

For some children in Year 3 and 4 phonics intervention is still necessary to address gaps in their knowledge and application of phonics when reading. Children are identified and groups are planned for to ensure that they catch up and make progress. Teachers, support staff and a specialist reading teacher carry out these interventions and the same phonics progression and approach is still maintained.

Reading as part of daily English Lessons

Teachers plan their English lessons around the class topic and underlying themes that they are working on. Specific reading objectives are in both medium and short term planning. Reading is seen as a discreet part of the English lesson and identified objectives are matched to exciting texts. These are chosen to provide opportunities to implement reading skills, for example, asking and answering of questions, inferencing, predictions and looking at similarities and connections between texts that have been read.

This cross-curricular approach enables a rich vocabulary to be introduced and seeks to build more knowledgeable, lasting and transferable understandings of the world around us. Each year group has identified objectives for reading that are progressive and based on the National Curriculum programmes of study.

(See appendix 3 for year group objectives and coverage in Reading)

Whole Class Guided Reading (WCGR)

This is introduced in Year 1. Children take part in a Whole Class Guided Reading (WCGR) session three times a week.

We use "VIPERS" which form the basis of the sessions through the school. These VIPERS are explicit skills that are taken from the National Curriculum domains. The letters in Key Stage One stand for

V-Vocabulary (1a draw on knowledge of vocabulary to understand texts)

I -Inference (1d make inferences from the text)

P- Prediction (1e predict what might happen on the basis of what has been read so far)

E- Explain (1b explain key aspects of fiction and non-fiction, such as characters, events, titles and information.

R-Retrieve (1b identify key aspects of fiction and non-fiction, such as characters, events, titles and information.)

S- Sequence (1c identify and explain the sequences of events in texts)

The letters in Key Stage Two

V-Vocabulary (2a Give/explain the meaning of words in context)

I -Inference (2d make inferences from the text/explain and justify inferences with evidence from the text)

P- Prediction (2e predict what might happen from details stated or implied)

E- Explain (2f identify/explain how information/ narrative content is related and contributes to meaning as a whole)

R-Retrieve (2b retrieve and record information/identify key details from fiction and non/fiction)

S- Summarise (2c summarise main ideas from more than one paragraph)

See appendix 4 for examples of questions for each VIPER skill.

In Year One short stories (picture books) and simple non-fiction age appropriate texts are used to stimulate discussions about text and apply specific skills. From the start of Year Two and through Key Stage Two WCGR is carried out four times a week with a consistent and structured lesson approach.

Each child has access to their own text and all children in the class are part of this lesson. There is a big emphasis in these sessions on modelling effective reading and deep questioning to enable children to learn how to comprehend the texts they are reading.

There is lot of opportunity to practise reading skills and planned activities to work on specific skills around the "VIPER" elements.

Children read during these sessions in a variety of different ways. They may hear the teacher model fluent reading and then have time to reread the same extract themselves, they may read individually and feedback, work in groups, take turns in pairs or read aloud to their peers. You may see a number of these different strategies during one session.

Children are encouraged to provide evidence for their answer based on a text extract or a picture they have seen in the book. Where appropriate children are encouraged to use evidence from a range of different places within the text.

Texts for all year groups are carefully selected and planned for, we choose high quality texts that enable the skills to be met and a rich and varied vocabulary introduced to the children. These texts are chosen for a good level of challenge and an opportunity for a variety of different genres to be introduced.

Recording and Assessment during VIPERS sessions

We encourage children to orally talk through their answers and ensure it is the best they can give before writing anything down. We also acknowledge it is good for children to also be able to formally record an answer. Children can do this in a variety of different ways such as discussing the answer first with peers and/or an adult and then writing their best answer, working individually and then editing their answer accordingly after discussion or orally discussing 1 or 2 of the questions and writing down the others working individually.

During this reading session teachers focus on specific children during the session, this may mean hearing them read individually whilst others are reading independently, in pairs or groups, discussing answers with those children and working one to one or within a group with them during a session whilst the others form an answer independently. Teachers can then assess these children based on NC expectations and how they are performing relating to the specific content domain.

Individual Reading Books

In all year groups individual reading books are given to the children, these are shared with an adult in school at least once a week and are taken home to share with parents/carers. In all year groups (as appropriate) the phonic content of the home reading books matches to the phase working on in school.

We have a good selection of books for the children to choose from and take home to practise their reading skills. These books come from a range of different reading schemes and are colour banded according to their content.

Reading Books are changed regularly and a reading record is provided to ensure there is a good communication between home and school (The use of the reading record book goes through from Acorns to Year 4). We communicate regularly with parents to share our expectation of reading at home.

In all year groups, daily targeted readers are identified where children are not able to practice effectively at home.

Oxford Owl

Children in Reception and Year One have access to Oxford Owl. They are given a class login that enables them full access to the eBook Library. This also includes a read along feature that allows children to access the text independently. Children can select the level they are working on in school and read books from a digital device. Oxford Owl is designed to enhance the home reading books and allow children to practice and choose from a large selection of books.

High Frequency Word Trails

As a school we have designed sets of words for each year group that the children are expected to learn and read by sight. These words have been taken from the "Jolly Phonics" tricky word list as well as the common exception words from the National Curriculum. We have split these words into "Trails".

They have been allocated to each year group as an end of year expectation but we allow children at any age to progress through the trails depending on their attainment in reading. They are named as follows:

Reception- Woodland Trail

Year One - Meadow Trail

Year Two- Riverbank Trail

Year Three - Forest Trail

Year Four - Mountain Trail (including Y5 extension- Glacier Trail)

Children are assessed regularly on the sight reading of these words to ensure they are making good progress.

Accelerated Reader

This is introduced in the Spring Term of Year 2 (or before if a child is reading stage 7 books).

First, a child's optimal reading level is determined through the STAR Reading Assessment. This then suggests a range of book levels for each child called the "Zone of Proximal Development", or ZPD. Children should begin reading books that have a level at the lower end of their ZPD and gradually move up the range in order to make optimum progress.

Children choose to read a book and take an Accelerated Reader (AR) Quiz using a device in school. AR offers more than 150,000 quizzes of three types on both fiction and non-fiction titles. AR provides teachers with immediate information, helping them monitor the comprehension skills of each child and inform further instruction or intervention.

Using the AR Diagnostic Report to monitor progress and attainment

The expectation is that teachers review their class Diagnostic Report every week.

The main areas to be focused on are:

- Pupils who have not quizzed (code A)
- Pupils who have an average % correct lower than 85%
- Pupils with an engaged daily reading time of less than 20mins
- Average book levels

The weekly summative reading practice data from this report is used to plan the teaching of reading in class or intervention for specific children. Teachers also use this report to check for any diagnostic codes or issues alerting them to children who may be having problems.

Children should be aiming for the target average of 85% on AR quizzes. This figure is the minimum for competence with comprehension. Good comprehension is demonstrated by children with an average of 90% or higher.

Teachers closely monitor AR quiz results. If children score below 85% on a quiz, they will need guidance for choosing their next book. The aim is for them to succeed and make progress. Our expectation is that every child should be completing at least one AR quiz a week, and if books are short, they should be aiming for 2 or 3 a week.

Further Assessment (Impact)

Assessment of reading is carried out through the year in a variety of other ways. Teachers monitor their children's outcomes and engagement in daily Phonics and Grammar lessons, English lessons as well as WCGR sessions. This is carried out through observation, discussion/questioning and work produced in the lessons.

In Acorns, Year 1 and the start of Year 2, Reading stages and the progress through these, is carefully monitored and records are updated on a monthly basis. The school has a progress tracker which matches to our colour banding. Teachers use this to ensure children are making progress at a good rate. (See appendix 5)

Alongside this in Year One children take part in a "Cornerstones" reading assessment at the end of the Spring and Summer Term, this allows us to assess their skills in more detail and gives them a standardised score.

STAR Assessments

In the spring term of Year Two the children take their first STAR assessment. This is carried out by children reading at least Stage 7 books (for children in Year Two below stage 7 a "STAR Early Literacy" assessment is carried out in the same way to monitor progress.)

Developed by Renaissance Learning, the STAR Reading assessment is a comprehensive assessment that tests the range of children's knowledge of reading and language. Questions on this test cover 46 reading skill areas spread across five domains. The children in Year 2 complete a further two STAR assessments before the end of the year. In Key Stage Two the children

take part in four STAR tests through the year. These assessments should take approximately 20 minutes.

The STAR Reading test is used by teachers to pinpoint children's strengths and deficiencies in reading and offers specific insight into which areas need improvement. Data from this assessment is also used to inform instruction, gauge students' progress, and identify whether or not students are meeting expectation. It is also used to help select children for the Accelerated Reader program. STAR also provides several different scores that can offer insight into other aspects of a student's performance types of scores include:

Scaled Score (SS) For this assessment, this is determined by a formula based on the relationship between the number of correct responses as compared to the difficulty of the questions asked. Scaled Scores for STAR Reading range from 0-1400.

Percentile Rank (PR): A student's PR score compares his scores with those of others who are in the same grade throughout the country. PR is scored by percentiles, meaning possible scores range from 1-99. For example, if a student receives a score of 67, it means they performed as well as or better than 67 percent of those in the same grade who took the test.

Zone of Proximal Development (ZPD): This score serves as a guide for parents and teachers as they search for reading materials that will challenge a student without being overwhelming. These scores are an approximation and should be combined with a teacher's own observations.

Percentile Rank Range (PR Range): This scoring range predicts a student's PR score if he or she were to take the exam again within a short amount of time (e.g., 1-2 months).

Key Stage children take five STAR tests through the school year. These happen in September, November, January, March and May. Teachers carefully use the children's assessment data to monitor progress and identify children that need intervention and additional support.

At the end of Year Two children take part in Statutory SATS assessment in reading. In 2023 these will become non-statutory.

Story Sessions

In addition to English lessons and WCGR we carry out daily sessions with all year groups. Class story times are planned for and picture book as well as longer Chapter Books are chosen with a rich vocabulary. This is a chance for the adults to model excellent reading skills and share the pleasure of reading with the children in their class. Senior staff and visitors also carry out story sessions with different classes through the year.

Our Class Reading Environment and School Library

Children have opportunities when they come into school and throughout the day to explore books of their own interest in inviting book corners. Book areas are evident in all classrooms and children have planned time to share books with friends and read quietly by themselves.

Key Stage 2 classes have 1 timetabled library session each week. These sessions are for children to browse and choose library books, teachers can recommend and read to their class and teach library skills. They can also be used for paired or buddy reading etc. The children have access to the library computer, to enable them to read books on Oxford Owl, research information or take AR quizzes.

Key Stage 2 children can volunteer to become library monitors. This role involves dealing with library book returns, keeping the library tidy and demonstrating library skills to other children. They are encouraged to read a variety of books so they can then recommend books and authors to other children. They also assist with labelling the books for AR and maintaining library displays e.g. the poet-tree, author of the month etc.

Our library gives pupils access to a fantastic selection of fiction, non-fiction poetry and digital texts. It offers a wide range of genres written by both male and female authors. Authors and characters from a variety of ethnic backgrounds are also represented. The library stock is audited on an ongoing basis, to replace tatty or old books, and keep it up to date with new titles.



We also have a smaller Key Stage 1 library with a selection of fiction and non-fiction books. Younger children from Reception to Year Two have the chance to regularly visit and choose books to take home.

The English Team

September 2022




To be reviewed by September 2024

APPENDIX 1 (Phonics progression document)

 <h2 style="text-align: center;">Marston Moreteyne VC School</h2> <h3 style="text-align: center;">Phonics Progression</h3> 	
<p>We follow the "Jolly Phonics" systematic approach to teaching phonics. This progressive scheme, combined with a variety of multi-sensory resources, creative and interactive activities allow our children to make good progress. "Jolly Phonics" actions and songs are used to enhance our teaching and make it a fun and memorable experience for our children.</p> <p>Reading books are also matched to the phonic content that the children are working on-colour coded as below.</p> <p style="text-align: center;">There are 3 steps that are covered in Acorns and Beech.</p> <p style="text-align: center;">Step 1 is split into 7 groups and Step 2 and 3 are split into 12 units each.</p>	
Phonic Content Pre-School to Year Four	
EYFS	<p>Children are encouraged to enjoy books from as early an age as possible. However, the focus of this phase is on listening to and repeating sounds, rather than on directly reading words. This phase Supports children's developing speaking and listening skills and linking of sounds and letters. Activities are divided into seven groups:</p> <p style="text-align: center;">Environmental sounds, Instrumental sounds, Body percussion, Rhythm and rhyme, Alliteration, Voice Sounds and Oral blending and Segmenting</p>
EYFS	<div style="display: flex;"> <div style="flex: 1;"> <p>STEP 1- Group 1: s a t i p n I, the Group 2: c k e h r m d he, she, Group 3: g o u l f b we, be (Consonant Blend Group- CCVC): bl br cl cr dr fl fr gl gr pl pr sc sk sl s msn sp st sw tr tw (Consonant Blend Group-CVCC): ct ft ld lf lk lm ln lp lt mp nd nt pt sk sp st xt Group 4: ai j oa ie ee or was Group 5: z w ng v oo-long and short to, do Group 6: y x ch sh th (long and short) are, all Group 7: qu ou oi ue ue er ar STEP 1 Tricky revision</p> <p>STEP 2- Unit 1: y as in /ee/- capitals S A T I P N you, your Unit 2: Revision of short vowels come, come Unit 3: ck capitals C K E H R M D said, here, there Unit 4: double letters ll ff zz ss capital J they Unit 5: long vowels magic e, a-e e-e i-e o-e u-e go, no, so (split vowel digraphs) linked to ai ee ie, ou ue Unit 6: long vowels magic e, a-e e-e i-e o-e u-e my, one, by (split vowel digraphs) linked to ai ee ie, ou ue Unit 7: ay oy capital letter consolidation only, old Unit 8: ea and re-cap of alternative spellings like, have Unit 9: y igh and consolidation live, give Unit 10: ow (cow) and consolidation little, down Unit 11: ir, ur, and consolidation what, when, why</p> <p>Tricky Words are introduced as outlined above.</p> </div> <div style="flex: 1; padding-left: 10px;"> <p>The introduction of simple letter-sound correspondences of single sounds and digraphs. As each set of letters is introduced, children are encouraged to use their new knowledge to sound out and blend words.</p> <p>Each group will be taught over two weeks and children will have opportunities to consolidate previous learning as the coverage progresses at a fast pace.</p> <p>At the start of Year One children will</p> </div> </div>


Year One	Beech Classes	<p>STEP 3- Unit 1: ph as /f/ Capital A B C D E <i>any, more</i> Unit 2: soft c capitals F G H I <i>more, before</i> Unit 3: soft g capitals J K L M <i>other, were</i> Unit 4: alternatives ai ay a-e capitals JKLM <i>because, want</i> Unit 5: alternatives ee ea e-e capitals TUVWXYZ <i>saw, put</i> Unit 6: alternatives ie igh y i-e <i>could, should, would</i> Unit 7: alternatives oa oe ow <i>(as in snow) right, two, four, goes</i> Unit 8: alternatives ue ew u-e <i>does, made, their</i> Unit 9: alternatives ou ow <i>(as in cow) aw au once, upon, always</i> Unit 10: alternatives oy oi <i>also, of, eight</i> Unit 11: alternatives er ir ur <i>love, cover, after</i> Unit 12: trigraphs ear are air <i>every, mother, father</i></p> <p>Children will move onto the Jolly Grammar (1) programme and will cover/re-visit including: vowel digraphs, alternative spellings of vowel sounds, plural endings, short vowels and consonant doubling, nouns, proper/common/plurals, personal pronouns, verbs, conjugating verbs - present/past/future, adjectives, adverbs, a/an/the (when to use), sentence structure, speech marks and alphabetical order/dictionary work.</p> <p>Children will also work on spelling rules for example homophones see/ sea, spelling of words with prefixes and suffixes, doubling, dropping letters and proof reading their own writing.</p> <p>Children will continue to work on tricky high frequency words from the National Curriculum Common Exception Words from the Year 2 set.</p>	<p>spend time consolidating their phonic knowledge and re-visiting content from Reception.</p> <p>They will continue to develop their blending and segmenting skills. New learning will focus on alternative spellings of the same sound.</p> <p>Children read with increasing fluency and they will have learned most of the common letter-sound correspondences and can read familiar words automatically without needing to sound out and blend.</p>
Year Two	Sycamore Classes	<p>At the start of Year Two children's phonic knowledge will be assessed and the re-visiting of Steps 1-3 will be put in place for children that need it.</p> <p>Children will re-visit the grammar content from Year 1 and move onto Jolly Grammar (2).</p> <p>Contents include: new spelling patterns, syllables, Spelling rules - consonant doubling and adding suffixes/prefixes, tricky word families, plurals, homophones, further adjectives work - possessive, comparatives and superlatives, prepositions, conjunctions, alphabetical order and dictionary work, punctuation, including , exclamation marks, apostrophes, commas in speech, contractions, past tenses and further sentence development.</p> <p>Progression of new spelling content is as follows:</p> <p>silent b, silent w, silent k, wh, ph, ea (as in bread), soft c, soft g, wa (as in watch), ou (as in touch), air, ch (as in choir, stomach), alternatives- ai, ea, ie, oa, ue, k, er, oi,ou,or, ey,ear, silent h, silent c, are, ear, ti (as in sh), si (as in sh and zh) ei (as in ai) eigh, o (as in son), ture, ie (as in chief), ore and le.</p> <p>Children will continue to work on tricky high frequency words from the National Curriculum Common Exception Words from the Year 2 set.</p>	


APPENDIX 2 (Colour Banding Overview)

 Marston Moreteyne VC School Reading Colour Coding Based on Phonic Progression  		
Year Group	Colour	Phonic Content Covered
Reception- Acorns (Blue Expected at the end of EYFS)	Lilac – 1	STEP 1 Group 1: s a t i p n Group 2: c k e h r m d Group 3: g o u l f b (Consonant Blend Group- CCVC) bl br cl cr dr fl fr gl gr pl pr sc sk sl s msn sp st sw tr tw (Consonant Blend Group-CVCC) ct ft ld lf lk lm ln lp lt mp nd nt pt sk sp st xt
	Pink – 2	Group 4: ai j oa ie ee or Group 5: z w ng v oo-long and short
	Green– 3	Group 6: y x ch sh th- long and short Group 7: qu ou oi ue ue er ar
	Blue – 4	STEP 2 Unit 1: y as in /ee/ Unit 2: Revision of short vowels Unit 3: ck Unit 4: double letters ll ff zz ss Unit 5/6: long vowels magic e, a-e e-e i-e o-e u-e (Split Vowel Digraphs)
	Red – 5	Unit 7: ay oy Unit 8: ea and re-cap of alternative spellings Unit 9: y igh Unit 10: ow (cow) Unit 11: ir, ur,
Beech Year One	Yellow – 6	STEP 3 Unit 1: ph as /f/ Unit 2/3: soft c and soft g Unit 4: alternatives ai ay a-e Unit 5: alternatives ee ea e-e Unit 6: alternatives ie y i-e
	Orange –7	Unit 7: alternatives oe oa ow (as in snow) Unit 8: alternatives ue ew u-e (as in oo) Unit 9: alternatives aw au ou ow (as in cow) Unit 10/11: alternatives oy oi er ir ur Unit 12: ear are air (trigraphs)
<p>Children in Years 2-4 will still continue to work on their phonic knowledge and will be given reading books that support their own specific stage of their phonic knowledge. The year groups stated above is a guide as to when the content is introduced to the children in phonic lessons. Some children will need consolidation and re-visiting of content taught.</p>		
<p>Children in Y2+ (when above phonic knowledge is secure) will take part in a STAR test (Accelerated Reader) and will be given a ZPD. They will then choose books from their indicated range and take quizzes to support reading comprehension and understanding of the text.</p>		

APPENDIX 3 (Objective Overviews)

Key Stage One

 Marston Moreteyne VC School English Curriculum <u>Year One Overview</u>		
Spoken Language (Years 1 to 6)	Reading - Word Reading	Reading - Comprehension
<ul style="list-style-type: none"> *I can listen and respond appropriately to adults and my peers * I can ask relevant questions to extend my understanding and knowledge *I can build my vocabulary through discussion, reading and enquiry *I can articulate and justify my answers, arguments and opinions *I can give well-structured descriptions, explanations and narratives for different purposes *I can maintain attention and participate actively in collaborative conversations *I can initiate and respond to comments in collaborative conversations *I can speculate, hypothesise, imagine and explore ideas *I can speak so people can hear me *I can speak fluently I can participate in discussions, presentations, performances, role play, improvisations and debates 	<ul style="list-style-type: none"> * I can recognise all the initial sounds of the alphabet * I can blend sounds to read new words, including nonsense words * I can read two letters that make one sound eg ll, sh, * I can read three letters that make one sound eg igh, a *I can read words with contractions eg, I'm, I'll, we'll * I can explain that in words such as I'll, the apostrophe replaces the missing letters *I can read words containing grapheme-phoneme correspondences taught so far eg ai, ay, a-e * I can read polysyllabic words that contain grapheme-phoneme correspondences taught so far *I can read words containing -ing and -ed, endings * I can read words containing -er and -est endings * I can read words containing -s, -es endings * I can read aloud accurately books that are consistent with my developing phonic knowledge. * I can re-read books to build up my fluency and confidence 	<ul style="list-style-type: none"> * I can re-tell stories using actions to help me * I can link what I read to my own experiences. * I can recognise and join in with repeated phrases in a story * I can remember some rhymes and recite them out loud * I can discuss word meanings, linking new meanings to those I already know * I can tell when a sentence doesn't make sense in my reading * I can correct my mistakes as I am reading * I can link the title to the events in a book * I can answer simple questions about what I have read * I can find clues in texts about what a character is thinking or feeling * I can use the title and blurb to predict what might happen in a story * I can recognise the difference between fact and fiction * I can identify labels, the contents page and the title * I can recall points from a text after reading

 Marston Moreteyne VC School English Curriculum <u>Year Two Overview</u>		
Spoken Language (Years 1 to 6)	Reading - Word Reading	Reading - Comprehension
<ul style="list-style-type: none"> *I can listen and respond appropriately to adults and my peers * I can ask relevant questions to extend my understanding and knowledge *I can build my vocabulary through discussion, reading and enquiry *I can articulate and justify my answers, arguments and opinions *I can give well-structured descriptions, explanations and narratives for different purposes *I can maintain attention and participate actively in collaborative conversations *I can initiate and respond to comments in collaborative conversations *I can speculate, hypothesise, imagine and explore ideas *I can speak so people can hear me *I can speak fluently I can participate in discussions, presentations, performances, role play, improvisations and debates 	<ul style="list-style-type: none"> * I can try a different sound for spellings to help read new words, using decoding as a strategy. * I can read accurately longer words with two or more syllables * I can read aloud without sounding out all my words * I can read the phonically regular and high frequency words from the Riverbank word list * I can read the tricky and NC common exception words high words from the Riverbank list * I can recognise familiar story language e.g. Once upon a time, Long, long ago * I can check the meaning of new words * I can discuss favourite words and phrases in a text * I can recognise simple recurring language in stories and poems *I can read words containing some common suffixes e.g. -ment, ness, -ful, -less, -ly, -tion 	<ul style="list-style-type: none"> * I can check the meaning of new words and can discuss favourite words and phrases in a text * I can recognise simple recurring language in stories and poems *I can listen to, discuss and express views about a range of texts beyond the level read independently *I can retell some simple stories clearly, using familiar story language e.g. Once upon a time *I can join in discussions about poems and books, taking turns and listening to others * I can remember some simple poems and recite them clearly, using some expression * I can check that texts make sense to me as I read and correct my mistakes when reading * I can identify the main setting within a story and can predict what might happen based on what I've read so far *I can answer questions using the text for evidence using "who", "what", "where" etc. *I can discuss the sequence of events in books *I can show understanding of what I have read by drawing on my own experiences *I can find clues about what a character is thinking or feeling by referring to what they have said or done. *I can make comparisons between books by the same author, explaining the similarities and differences *I can identify the features and purpose of a non-fiction text *I can use a glossary in non-fiction books to find definitions of words and use the contents page and index to locate specific information.
Writing - composition		
<ul style="list-style-type: none"> * I can order my writing using time connectives e.g. first, next, then etc. 		

Key Stage Two



Marston Moreteyne VC School English Curriculum Year Three Overview

Spoken Language (Years 1 to 6)	Reading - Word Reading	Reading - Comprehension
<ul style="list-style-type: none"> *I can listen and respond appropriately to adults and my peers *I can ask relevant questions to extend my understanding and knowledge *I can build my vocabulary through discussion, reading and enquiry *I can articulate and justify my answers, arguments and opinions *I can give well-structured descriptions, explanations and narratives for different purposes *I can maintain attention and participate actively in collaborative conversations *I can initiate and respond to comments in collaborative conversations *I can speculate, hypothesise, imagine and explore ideas *I can speak so people can hear me *I can speak fluently I can participate in discussions, presentations, performances, role play, improvisations and debates 	<ul style="list-style-type: none"> *I can read all the words from the Forest Trail List. *I can begin to identify prefixes to help in reading e.g. -un,-dis,-mis *I can recognise that one spelling choice can make different sounds to help read unknown words e.g. 'ea' - feature, weather, great *I can begin to identify suffixes to help with reading e.g. -ly, -ation *I can use a dictionary to check the meaning of new words 	<ul style="list-style-type: none"> *I can ask questions about the main events in a book *I can give reasons why I asked a particular question about events *I can show that I have understood what I have read by answering questions about events or main facts *I can discuss why a character might be feeling in a certain way *I can find evidence from different points in the text to back up my ideas *I can predict what might happen next in a story using what I know about the book so far *I can recognise language features of different types of texts *I can recognise structure and presentation features of different types of texts *I can skim read to find important information in non-fiction texts *I can check that the text makes sense to me by correcting a mistake *I can work out the meaning of new words from the context *I can show my understanding of the text by using expression when I read aloud *I can retell orally some stories that are becoming familiar to me e.g. different fairy stories, myths and legends *I can read aloud to perform a poem or a play script *I can begin to recognise some different forms of poetry e.g. Haiku Limerick *I can find specific information from a non-fiction text by locating key words in the contents and index pages *I can explain the main ideas in a non-fiction paragraph *I can identify words that capture my interest and imagination *I can explain similarities in books written by the same author
<p style="text-align: center;">Writing - V, G and P (Vocabulary, Grammar and Punctuation)</p>		
<ul style="list-style-type: none"> *I can use an apostrophe in all my writing to show belonging for singular nouns *I can write simple dictated sentences from memory using words and punctuation taught so far 		









Marston Moreteyne VC School English Curriculum Year Four Overview







Spoken Language (Years 1 to 6)	Reading - Word Reading	Reading - Comprehension
<ul style="list-style-type: none"> *I can listen and respond appropriately to adults and my peers *I can ask relevant questions to extend my understanding and knowledge *I can build my vocabulary through discussion, reading and enquiry *I can articulate and justify my answers, arguments and opinions *I can give well-structured descriptions, explanations and narratives for different purposes *I can maintain attention and participate actively in collaborative conversations *I can initiate and respond to comments in collaborative conversations *I can speculate, hypothesise, imagine and explore ideas *I can speak so people can hear me *I can speak fluently I can participate in discussions, presentations, performances, role play, improvisations and debates 	<ul style="list-style-type: none"> *I can use my knowledge of root words to help understand the meaning of new words *I can read all the Year 3 and 4 key words by sight noting the unusual correspondences between spelling and sound *I can identify words that might capture a reader's interest and imagination *I can show I have understood what I have read by explaining the meaning of new words in context 	<ul style="list-style-type: none"> *I can self-correct independently when reading and participate in discussions about books. *I can make connections between texts about similar characters, plots and themes and make predictions including what has been implied. *I can explain and summarise the main ideas in any age appropriate text *I can ask questions about characters' actions to help understanding of the plot *I can perform poems and play scripts aloud, showing my understanding by using expression, tone, volume and action *I can understand characters' feelings, thoughts and motives and find evidence across and beyond the text to back up my ideas *I can recognise the structure and presentation features of formal and informal texts *I can recognise some forms of poetry e.g. free verse, narrative poetry *I can find and comment on examples of how authors express moods, feelings, attitudes *I can recognise paragraphs in a text and explain why they have been used (TIPTOP - time, place, topic, person speaking) *I can show some awareness of the writer's viewpoint *I can scan for important information in non-fiction texts and can skim read and note important information in non-fiction texts
<p style="text-align: center;">Writing - V, G and P (Vocabulary, Grammar and Punctuation)</p>		
<ul style="list-style-type: none"> *I can suggest changes to grammar and vocabulary to improve consistency e.g. accurate use of pronouns *I can proof-read for errors in spelling and punctuation 		

Appendix 4- (VIPERS)

Key Stage One Questions

Vocabulary Draw upon knowledge of vocabulary in order to understand the text. 	Infer Make inferences from the text. 	Predict Predict what you think will happen based on the information that you have been given. 	Explain Explain your preferences, thoughts and opinions about the text. 	Retrieve Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information. 	Sequence Sequence the key events in the story. 
Example questions <ul style="list-style-type: none"> • What does the word mean in this sentence? • Find and copy a word, which means • What does this word or phrase tell you about.....? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/ mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think is repeated in this section? 	Example questions <ul style="list-style-type: none"> • Why was..... feeling.....? • Why did happen? • Why did say • Can you explain why.....? • What do you think the author intended when they said.....? • How does make you feel? 	Example questions <ul style="list-style-type: none"> • Look at the book cover/blurb - what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests will happen next? 	Example questions <ul style="list-style-type: none"> • Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it? 	Example questions <ul style="list-style-type: none"> • What kind of text is this? • Who did.....? • Where did.....? • When did.....? • What happened when.....? • Why did happen? • How did? • How many.....? • What happened to.....? 	Example questions <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?

Key Stage Two Questions

Vocabulary Find and explain the meaning of words in context. 	Infer Make and justify inferences using evidence from the text. 	Predict Predict what will happen based from the details given or implied. 	Explain Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience. 	Retrieve Retrieve and record information and identify key details from fiction and non-fiction. 	Summarise Summarise the main ideas from more than one paragraph. 
Example questions <ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that.....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... 	Example questions <ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story? 	Example questions <ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. 	Example questions <ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked? 	Example questions <ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...? • What happened to...? • What does.... do? • How is • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective? 	Example questions <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story?