

2021-2022



A Guide to Reading at Carlinghow Academy



This document outlines the expectations of how we teach and monitor Reading at Carlinghow: progression across year groups and consistency across school. It should be read in conjunction with the school's Reading Statement on the website.

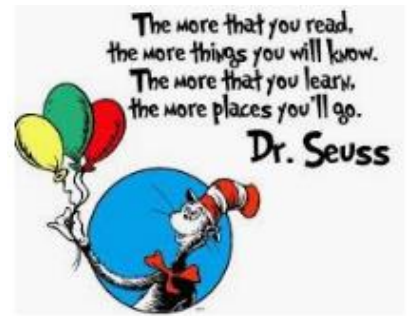
Phonics and Guided Reading

- A Love of Reading
- RWI
- Teaching Reading: Reading Skills
- 1:1 Reading
- Assessment
- Monitoring
- Intervention
- Home Reading
- Resources



Promoting a love of reading

- Children should be read to DAILY.
- All classes must have a reading display. This should showcase texts that have been read over the year (including key vocabulary), a reading rewards display and your current reading skill (KS1 dogs/KS2 VIPERS).
- All classes must have a reading area.
- World Book Day will be celebrated every year.
- Parents are invited into school for shared reading.

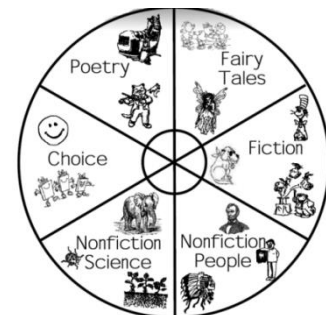


Consider:

- *Do children have choice about what they read?*
- *Do children have an opportunity to share books with their friends?*
- *Are children 'comfortable and relaxed' when enjoying reading for pleasure?*
- *How do children get to find out about new books/authors?*
- *How do you broaden children's reading interests?*
- *Do you have a range of high quality fiction, non-fiction and poetry texts available in class?*

Ideas for promoting reading:

- Drama/role-play
- Story sacks
- Shared book reviews
- Reading challenges in class
- Reading bingo
- Reading around the world
- 'Spin the wheel' to choose a new genre/author
- Introducing a book of the month on the bookshelf





RWI Groups for EYs and KS1

Set 1 A & B	Set 1 C	Ditty	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	LLG
Reception Progress					Y1 Progress			Y2 Progress			
<i>On Track Progress through the RWI colours: **guide only</i>											

RWI lessons run Mon – Fri and they incorporate weekly spellings set by the group leader
Mon – Thurs: 8.45-9.20 and Friday: 9.25 – 9.45

Autumn Term:

Reception: baseline and teach Set 1 sounds
Y1 and Y2 children are set in ability groups
Y2 comprehension group

Spring and Summer Term:

Children regrouped
Reception children are set with Y1 and Y2 in ability groups
Expand Y2 reading comprehension group

*** Children entering Y2 who are working securely at blue or above will form a comprehension focus group looking at more challenging texts, e.g. chapter books*

Spelling words are to be sent home every Monday with the red and speedy green RWI words copied onto the reverse side (these may be the same words over two weeks).

All staff running a RWI group must have a file containing:

- A RWI timetable
- A half term planning sheet
- A record of weekly spelling scores/words
- A 1:1 reading record for every child in your group
- A red word tracker for every child
- The current assessment for every child
- A copy of the red and green words



All staff must follow the RWI timetable, including the 'hold a sentence' activity. When children are learning green words, they should always find 'special friends' first, segment the sounds and then blend the word. See RWI Handbook 1 and 2 for further guidance and lesson plans.

Resources can be found on the staff server: English; Phonics; RWI and the school has a subscription to Oxford Owl.



Building Reading Fluency

In KS1 children will be reading with an adult at any free moment during the day. Classteachers/TA's will listen to children read and will record on the 1:1 reading record sheets.

KS1 1:1 reading record sheets

Name:		Colour band:		Term:					
				A1	A2	Sp 1	Sp 2	Sm 1	Sm 2
Skill	Accuracy	Expression	Volume	Pace		Phrasing			
	Read words correctly. Self-correct misread words/phrases to make sure the text makes sense.	Change my tone/voice to suit the passage. Read speech with expression to match how the character might say it.	Read aloud with appropriate volume so my voice is clear and heard easily.	Read aloud at a good pace - not too fast, not too slow...JUST RIGHT. Read at a good pace so it is easy for the listener to follow.		Take a break: Pausing at full stops and other punctuation (e.g. commas, semi colons and colons).			
I can...	☆☆☆	☆☆☆	☆☆☆	☆☆☆	☆☆☆	☆☆☆	☆☆☆	☆☆☆	☆☆☆
Reading Dogs Skills									
Retrieve	Infer	Sequence	Summarise	Predict	Vocabulary				
Date	Text	Comments		Reading Skills	Speed	Next Steps			

In KS2, the first 15 minutes after morning playtime will be children's quiet reading time where 'Everybody Reads In Class' (ERIC).

During this time, class teacher/TA's will listen to pupils read and will record comments on the 1:1 reading sheets.

KS2 1:1 reading record sheets

Name:		Colour band:		Term:					
				A1	A2	Sp 1	Sp 2	Sm 1	Sm 2
Expression and Volume	1	2	3	4					
	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the intonation of the passage.					
	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, and sentence pauses for breath, and some chopiness. There is reasonable stress and intonation.	Reads with good phrasing, adhering to punctuation, stress and intonation.					
	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures.					
	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.					
VIPERS Skills									
Retrieve	Infer	Sequence	Summarise	Predict	Vocabulary				
Date	Text	Comments		Fluency focus	VIPERS skill	Next Steps			

All class teachers to ensure comments reflect the rubric and show where children are working in relation to it.

It will also highlight which VIPERS skill is being practiced in a particular reading session.

Each class to keep a checklist of pupils being heard reading by an adult weekly. Ensuring daily readers/target pupils are heard reading more often (priority should be given to children working below ARE/who do not read at home).

Reading Records

- Discuss what area of fluency the child is working on and score them according to the rubric. Children can identify this on the 'child-friendly' rubric bookmark.
- Echo reading: model back part of the text to help children improve their reading, e.g. demonstrating where to pause, or use of expression...
- Record brief/specific comments. Be aware that if every comment says, 'lovely reading, read well...' it would imply the child is not being challenged.
- Review gaps in subsequent sessions, e.g. if a child did not know the 'ai' sound, start the following session by looking at some words with 'ai'.
- Ensure you monitor children's progress through the colour bands and move them on when appropriate.



VIPERS LESSONS

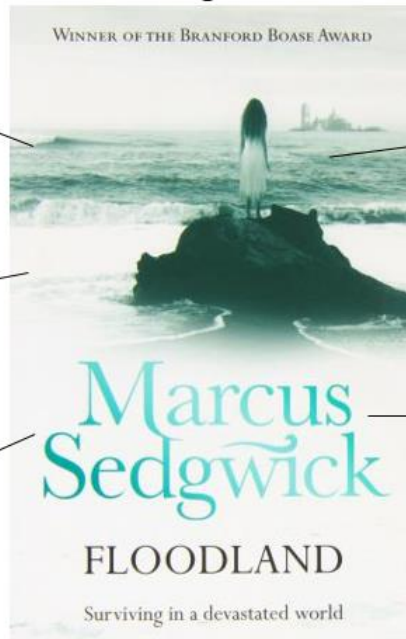
Your class text for your writing lessons can also be the same as your VIPERS lessons.

Let's say this is the overarching text for our English lessons.

I may explore a piece of poetry based on climate change

In a VIPERS lesson I may choose to explore the story of Icarus

I may use a short film (Literacyshed+) or bbc videos



I may have some lessons based solely on this text, reading a chapter and using VIPERS skills

In a VIPERS lesson I may explore a non fiction text based on Greta Thunberg (climate activist)

Texts covered each half term

During these sessions, in each half term teachers should cover a variety of text types such as:

- Fiction
- Non-fiction
- Poetry
- Picture books
- Short films

By exposing children to at least 2/3 different text types, we are ensuring children have access to a wide range of texts to practice their reading skills.

Types of text given are appropriate to the age and key stage of the children.



DISCRETE TEACHING OF READING SKILLS

ACTIVATING PRIOR KNOWLEDGE

What do children already know about the story they are going to be reading/listening to?
 Could you use some images/videos about the content to support children's understanding?
 Could a non-fiction text support a fiction text?
 Is there any key vocabulary children need to know? Have children read books by this author before?

YEAR ONE

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Prediction Questioning	Sequencing Retrieval	Retrieval Inference Vocabulary	Inference Vocabulary	Summarising Vocabulary	Practicing all skills

Clarifying will focus on vocabulary development which should be an integral skill during all shared/guided reading.

YEAR TWO

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Prediction Questioning	Sequencing Retrieval Vocabulary	Retrieval Inference Vocabulary	Sequencing Inference Vocabulary	Inference Vocabulary Sequencing	Practice and review all skills

Clarifying will focus on vocabulary development which should be an integral skill during all shared/guided reading.

KS2

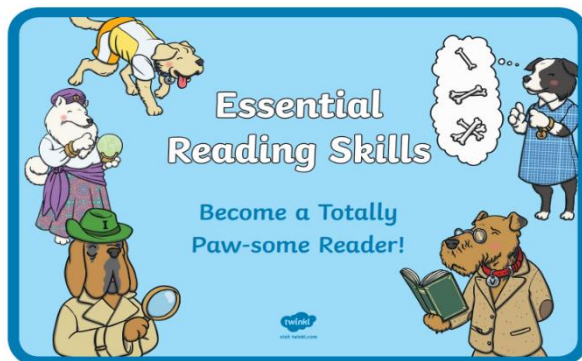
Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Prediction Fluency Summarising	Clarifying Retrieval Vocabulary	Inference Vocabulary Explanation	Inference Retrieval Summarising	Vocabulary Explanation Summarising	Practice and review all skills

Fluency will be a focus throughout the year through a variety of reading techniques listed earlier in the handbook.

YEAR SIX

Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Prediction Retrieval Vocabulary	Retrieval Inference Explanation Vocabulary	Inference Retrieval Vocabulary Sequencing	Practice and review all skills	Practice and review all skills	Practice and review all skills

Fluency will be a focus throughout the year through a variety of reading techniques listed earlier in the handbook.



In KS1, children will meet the totally 'Paw-some' gang!

Rex Retriever Iggy Inference
 Prediction Pip Sequencing Suki
 Victor Vocabulary

In KS2, children will meet the VIPERS (with the addition of the clarifying cobra and queen snake questioner)!





Reading Timetables

KS1

Monday	Tuesday	Wednesday	Thursday	Friday
RWI	RWI	RWI	RWI	RWI
RWI lessons must follow the teaching sequence (which includes a focus on the spelling and reading of red words and 'hold a sentence') – please see timetable. <i>Children need to be assessed every half term and the on-going reading tracker should be saved on the server by the Monday of the final week of each half term so children can be regrouped accordingly.</i>				1 hour reading skill lesson based on a weekly shared class text (Linked to the Paw-some Gang)
There is an expectation that children will be read to daily: this may be in addition to the class text.				
Reading skills will also be developed throughout your text base English unit; particularly during the 'read/respond' phase. Suggested activities include role-play and drama, highlighting texts, thoughts/feeling maps, feeling graphs and comprehension questions linked to the reading dogs.				



Predicting Pip tries to see the future and she will help you work out what might happen next.

twinkl.com



Sequencing Suki likes everything in order! She will help you sequence the events in a text.

twinkl.com



Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.

twinkl.com



Rex Retriever will help you to go into a text and retrieve the facts.

twinkl.com



Vocabulary Victor will help you look at how authors and poets have chosen to use certain words and phrases.

twinkl.com

Take every opportunity to extend children's vocabulary.
Include new vocabulary on the working wall and discuss the meaning of new words as they occur in texts.



Over a half term, the expectations are:

Weekly explicit teaching of a reading skill
 Reading response books should have evidence of work from 1 lesson per week. This should demonstrate examples of the children practicing the skill from the lesson (using Headstarts/Twinkl etc.) and then practicing the skill in a longer text such as an extract from the class novel/non-fiction text/short video/poetry.

Children will cover a variety of text types such as:

- Fiction
- Non-fiction
- Poetry
- Picture books
- Short films e.g. LiteracyShed films.

Children may cover 3/4 of the genres (per half term) to ensure all pupils have access to a wide range of texts to practice their reading skills.

Types of text given are appropriate to the age and key stage of the children.

VIPERS chapter sheets

VIPERS sheets should be used to explore your class text; subsequently improving children’s writing.

Children will need to be taught how to use these sheets and the whole class should discuss their answers at the end of each session. This will allow an opportunity for quality discussion and for teacher modelling...

- Which prediction is better? Why?
- Who else agrees that was an important event?
- Who disagrees with...?
- What evidence from the text supports your answer?
- Let’s read around the word... can we clarify it?
- Who can use it in another context?

A VIPER sheet should take a lesson for children to complete. Children should be given the opportunity to partner read and discuss the chapter(s) or the teacher can model reading aloud to the children as they follow in their own text.

As children are completing their sheets independently, in partners or with an adult, the teacher/TAS will have an opportunity to listen to 1:1 readers and complete their 1:1 records.

Chapter or Book Title: _____

VIPERS

V Sequence the main events of the chapter/s you have just read.

I Summarise: write one or two sentences that sum up the whole chapter.

P Predict: based on what you have read so far, what do you think is going to happen?

E Vocabulary: write down words/phrases that you could use in your own writing.

R Clarifying Cobras: write down any words or phrases that you are unsure of and then find out what they mean.

Word / Phrase	Clarification

S Queen Snake Questions

What do you want to know now that you've read that section?

Think like a reader - write down some VIPER questions that your classmates could answer.



Headstarts

As reading skills we be taught in each lesson, Headstarts will be used to teach the skill discretely. This may be evident in books or in planning.

These will allow pupils to practice the reading skills discretely with opportunities for teaching modelling.

Ongoing throughout the year

Fluency Skills

We will focus on fluency in all lessons. In order to do these, teachers will use a range of reading strategies such as:

- Listen to the teacher read
- Hear the teacher model fluent reading and then have time to reread the same extract silently themselves.
- Echo reading with an adult.
- They may read individually and feedback to their table
- Work in groups to read an extract
- Take turns in pairs or read aloud to the their peers
- Silently read a text
- Control the game
- Close reading and annotating

Children may use the fluency bookmarks for self and peer assessing fluency. Throughout the year, children should be given lots of opportunities for partner reading to develop their fluency skills and children should engage in conversations about specific fluency skills when an adult listens to them during 1:1 reading time or when the teacher is completing the fluency rubric.

	Accuracy	Expression	Volume	Pace	Phrasing
Skill					
I can...	Read words correctly. Self-correct misread words/phrases to make sure the text makes sense.	Change my tone/voice to suit the passage. Read speech with expression to match how the character might say it.	Read aloud with appropriate volume so my voice is clear and heard easily.	Read aloud at a good pace - not too fast, not too slow...JUST RIGHT. Read at a good pace so it is easy for the listener to follow.	Take a break: Pausing at full stops and other punctuation (e.g. commas, semi colons and colons).
Score	☆☆☆	☆☆☆	☆☆☆	☆☆☆	☆☆☆



One to One Reading in KS1:

Teachers should hear every child read at least once per term and a colour band running record should be completed (sample texts provided).

Please ensure that children are on an appropriate colour band to match their reading level: children should be able to read their home reading books with at least 96% accuracy.

Please keep a frequency record of how often children have read in school and identify your target readers that will be listened to at least 1x/week (priority should be given to children working below ARE/who do not read at home).

Sample RWI 1:1 recording proforma

Name:		RWI Colour band:		Term:					
				A1	A2	Sp 1	Sp 2	Sm 1	Sm 2
Date	Text	Comments		Accuracy	Speed		Next Steps		
				★★★	★				

Teacher 1:1 recording proforma

Name:		Colour band:		Term:					
				A1	A2	Sp 1	Sp 2	Sm 1	Sm 2
Skill	Accuracy	Expression	Volume	Pace	Phrasing				
I can...	Read words correctly. Self-correct misread words/phrases to make sure the text makes sense.	Change my tone/voice to suit the passage. Read speech with expression to match how the character might say it.	Read aloud with appropriate volume so my voice is clear and heard easily.	Read aloud at a good pace - not too fast, not too slow...JUST RIGHT. Read at a good pace so it is easy for the listener to follow.	Take a break: Pausing at full stops and other punctuation (e.g. commas, semi colons and colons).				
Score	☆☆☆	☆☆☆	☆☆☆	☆☆☆	☆☆☆	☆☆☆	☆☆☆	☆☆☆	☆☆☆
Reading Dogs Skills									
Date	Text	Comments		Reading Skills	Speed	Next Steps			
					★				



Sample Running Record

page	E = errors M = meaning S = structure V = visual	E	S-C	E			S-C			
				M	S	V	M	S	V	
3	The wheel comes off the track. It rolls down the hill. Faster and faster		1						MSV	MSV
4	The wheel rolls through the field. It rolls past the cows. Faster and faster	1							MSV	
5	The wheel rolls through the barn. It rolls past the chickens. Faster and faster	1							MSV	
6	The wheel rolls toward the river. It rolls over the bridge. Faster and faster	1							MSV	
7	The wheel rolls into the school. It rolls out the door. Faster and faster	1	1						MSV	MSV
8	The wheel rolls through the town. It rolls past the policeman. Faster and faster									
9	The wheel rolls into the garage. It stops rolling. The wheel is on the track.	1							MSV	
10			1						MSV	MSV
Totals		8	3						MSV	MSV

Accuracy Rate: Error Rate: Self-correction Rate:

For a running record, you can simply photocopy a page from a colour band book.

Record errors and work out children's accuracy and SC (self-correction) rate.

MSV: meaning, structure or visual cues.

Every child should have a **fluency rubric** in the reading file and it is expected that the class teacher will update this once/term. On the reverse should be a child's 1:1 teacher reading record.

Please use a different colour to highlight each assessment point and on the teacher record on the reverse, make a note of the child's colour band and whether you have moved them on since their last assessment.



Reading Assessment:

Class teachers will ensure a RWI assessment and red word tracker is completed for every child in YR, Y1 and Y2 each half term and updated on the class' on-going reading tracker. Some children working below ARE in Y3 and Y4 will also be tracked in this way.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment 1	Assessment 2	Assessment 3	Assessment 1	Assessment 2	Assessment 3

Please continue children's assessments from the previous colour of where they got to in their last assessment. E.g. if a child is working at blue, please start their next assessment from yellow.

Assessment 1 individual record

Pupil Date

Set 1 Sounds Groups A or B	i n c k u b f p g o e l h r j v y w z m a s d t x
Set 1 Sounds Group C	<i>d-u-g ch-at t-en p-ot t-in</i>
Ditty Group	in am red bin yes
Red Group	ch ng nk qu sh th chip shop jump that fas gip guk rab
Green Group	flat pink help thick plut dimp criff slom up can got sit man get not and
Purple Group	with off thin will his them that have
Pink Group	ay ee igh ow oo ø tray creep sight blow skay spoom smoll fleep lots black long this them went that stop

Teachers must use the RWI Assessment Criteria guide for deciding children's levels. All assessment information can be found on the server and in the Reading Leader handbooks. For example:

Blue Group	The 6 sounds speedily most words 70+ words per minute (wpm) Attempts to read with intonation to show comprehension	Review Set 2 and 3 Sounds Blue Storybooks and <i>Get Writing!</i> <i>Blue Book</i>
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On-Going Reading Assessment:

Half termly Rising Star comprehension assessments

- Children who are working at ARE should start the year on their age-appropriate Rising Star test, e.g. a child who starts Y4 as 3S on target tracker should do the Y4 Autumn 1 Rising Star Assessment at the end of Autumn 1.
- For children working above/below ARE, please continue progressing children through the assessments (bearing in mind children who need to make rapid progress).
- When completing your on-going assessment record, please record which RS test children did, their overall score and their scores for F, NF and P (fiction, non-fiction and poetry).
- If you have children who are making below expected progress, you should use the RS question analysis to identify what gaps they have, e.g. inference style questions.



Class 3/4 Ongoing Reading Assessment 2020-21

	Baseline				Autumn One				Autumn Two				Spring One			Spring Two		
	RWI	Colour Band	RS	Target Tracker	RWI	Colour Band	RS	Target Tracker	Colour Band	RS	Target Tracker	Colour Band	RS	Target Tracker	Colour Band	RS	Target Tracker	

Use these records to moderate your own judgements and to monitor progress.



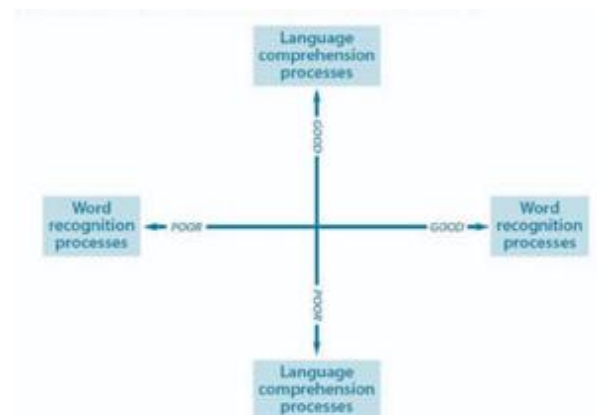
Monitoring:

- Reading response books will be included in English scrutinies.
 - KS1 work can be kept in English books and should include discrete skill teaching, vocabulary work and whole class comprehension work. Y2 children working in the comprehension group should use reading response books for their work.
 - KS2 books should have discrete skill teaching as well as evidence of children working with different genres.
- Reading files will be collected every term to monitor home/school reading.
- On-going reading trackers will be used to quality assure judgements and monitor progress.
- Pupil interviews (including listening to children read their home reading book/Ofsted questions)

Note: Y2 reading is moderated in the LA moderation cycle. Reading records and comprehension work should be provided as evidence to support teacher judgements.

Interventions:

Use the reading quadrant to identify children's strengths and weaknesses and what intervention may be needed.



- Pre-teach vocabulary / prior knowledge
- 1:1 reading (target gaps in fluency using the fluency rubric)
- Continue RWI interventions for children in Y3 and Y4 who have not reached LLG
- 1:1 teach and monitor first 200 HFWs, red words and Y1/2 CEW sight words for SEN children

It is also useful to consider the reading quadrant when grouping children, e.g. partner a confident decoder/poor comp reader with a child who has weaker decoding skills but good comprehension.



Home Reading

Home reading books should be pitched at a level that the child is able to read confidently and fluently (accuracy rate of 96%+) to enable them to read for pleasure and experience success!

We want children to enjoy sharing books at home with their families and to be able to show off their improving reading skills!



- Nursery: borrow books from class.
- Reception: borrow books from class and all children will start taking colour band books home from A2 (some children will require lilac or word books, while many will be ready to start at pink/ditty level or above). They should also take RWI speedy green words/red words home every Monday and additional phonics homework can be sent home linked to what children have been learning in class.
- KS1: change books at least 3x/week and RWI speedy words/red words are sent home with spelling words every Monday.
-
- KS2: reading logs are checked at least 2x/week but children may need longer to read their books.

Free Readers:

KS1: children who have completed lime.

KS2: children who have completed dark red.

Please ensure that more able readers are given age-appropriate texts.



Reading Record

A reading records (with instructions) will be provided to every child in school. If a child loses their reading records, a card replacement reading log will be sent home.

Reading records should be promoted and checked weekly on book changing days. TA's to sign reading records when seen and when children progress to the next colour band, please put a colour band progression sticker in their reading record to let parents know.

Children receive a house point every time they read at home.

Once a child has completed 2 double pages of their reading record book (read at home 20 times), they will receive a certificate in praise assembly (class teacher to print): bronze, silver, gold and then platinum. Please keep completed reading logs/cards in your reading file.

Records for frequency of home reading must be kept by record of class checklist.

Please monitor the return of books. If a child hasn't returned their book within a week, please send home a book replacement slip. Once the book has been returned/the fee paid, a new book and reading record should be sent home. If books are still not being returned, please speak directly to parents/carers.



Reading Resources

- RWI books (include teacher guides and flashcards). **Please keep all resources from these packs together.**
- Colour band books
- VIPERS
- LiteracyShed+
- Twinkl reading dogs (including 60 second reads)
- Headstarts (teaching reading skills)
- Rising Star reading assessments
- Past SATs papers
- Twinkl (reading comprehension)
- Education City

