



# 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
- Vipers Lessons Including Flashbacks
- Teaching Reading: Reading Skills
- 1:1 Reading
- Assessments in Reading
- Assessment Timetable
- Monitoring
- Intervention
- Home Reading
- Resources



### Intent

Carlinghow Academy's curriculum is driven by the academy's vision that all children 'can and will succeed'.

We provide an ambitious knowledge engaged curriculum that offers exciting and meaningful learning opportunities that motivate and inspire.

The curriculum is underpinned by the National Curriculum and ensures that, at each stage of their learning journey, each child acquires a rich bank of knowledge and skills. This knowledge and these skills in all curriculum subjects are learned, practised, retrieved and remembered at every stage of their journey through school.

Our curriculum is not narrowed, we have designed an ambitious curriculum based on the knowledge of our learners that includes a high proportion of disadvantaged and SEND pupils to ensure that they are equipped with the knowledge and cultural capital they need to succeed in life. Where appropriate a bespoke and highly personalised curriculum offer is made to individual pupils.

Our subject-specific approach is designed so that subject specific skills are taught within an exciting enquiry question or 'big question' each half term and enables our children to make meaningful links and become passionate about their own learning and wellbeing. Hooks, enrichment activities and extra-curricular opportunities supplement each 'big question' to enable our children to make connections in their learning and acquire a deep understanding. We ensure that the links we make are real, not contrived and choose areas where genuine connections between subjects occur naturally. We ensure that the connections make sense to the children.

We are determined that every child, will have a lifelong love of reading, and will be able to comprehend and read fluently by the end of Year 6. Our curriculum is led by the high quality and diverse texts that we choose to support learning.

We have created an environment where children are motivated to learn together in a respectful, safe and trusted learning environment where individual success are celebrated.

It is our intent that when our pupils leave school, they will articulate tier 3 vocabulary of all extracts that they read as part of our reading curriculum. They will know and remember key learning of reading VIPERS from their primary years.

### Implementation

The curriculum is a knowledge engaged curriculum based on good quality resources.

This Reading guide explains how the Reading curriculum is implemented at Carlinghow Academy.

The school has adapted the curriculum to help reflect and represent the diversity of our pupils. Creativity and teacher expertise, underpinned by high quality research informed CPD, is woven into the curriculum with specialist teachers and outside agencies working with pupils and teachers, sharing good practice and ensuring that learners learn from the best.

### Impact

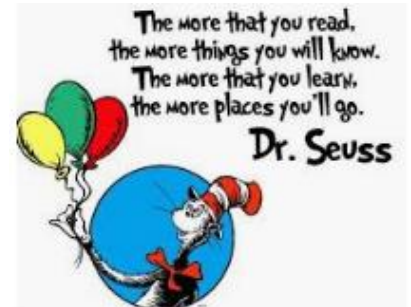
The impact of providing such an ambitious curriculum driven by the academy's vision and values and taught by skilled teachers ensures that the children of Carlinghow Academy leave prepared for the next stage of their education and able to succeed in life. Knowledge, understanding and skills are secured and embedded so that children attain highly. They take pride in all that they do, always striving to do their best. They demonstrate emotional resilience and the ability to persevere when they encounter challenge. They develop a sense of self-awareness and become confident in their own abilities. They are kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society. They have strong communication skills, both



written and verbal, and listen respectfully and with tolerance to the views of others. They take risks and are emotionally resilient recognising that we make mistakes and learn from them. They dream big and have high aspirations fostered by the belief that with determination and hard work anything is possible.

### 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.

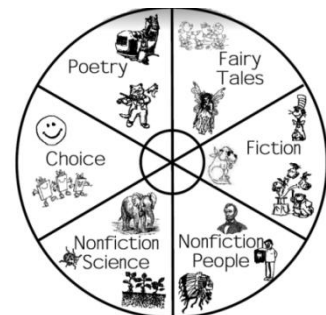


### Consider:

- *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	LL
Reception Progress						Y1 Progress			Y2 Progress		
On Track Progress through the RWI colours: **guide only											

RWI lessons run Mon – Fri and they incorporate weekly spellings set by the group leader  
Mon – Fri: 9.00- 10.00

## Autumn Term:

Reception: baseline and teach Set 1 sounds

Y1 and Y2 children are set in ability groups

Y2 children that have successfully completed the RWI programme will begin The Language and Literacy programme.

Children in Y3 that have not completed the RWI programme will join KS1 for RWI sessions.

Children in Y4 that have not completed the RWI programme will receive a RWI sessions within their class.

## Spring and Summer Term:

All children accessing the RWI programme will be assessment and regrouped according to their ability.

Reception children are assessment and regrouped according to their assessment.

Y1, Y2 and Y3 will be taught 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*

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

- A RWI timetable
- A half term planning sheet identifying sounds taught and spotlight children
- 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
- A sound analysis grid for the children in their group
- A copy of the red and green words

All staff must follow the RWI timetable. When children are learning green words 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.

Class teachers/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	
	<b>Accuracy</b>	<b>Expression</b>	<b>Volume</b>	<b>Pace</b>	<b>Phrasing</b>										
<b>Skill</b>															
<b>I can...</b>	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).										
<b>Score</b>	☆☆☆	☆☆☆	☆☆☆	☆☆☆	☆☆☆☆										

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.

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

### 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 Including Flashbacks

## Flashbacks

### Vipers- Flashbacks

All Vipers lesson should begin with a Micro Vipers. Micro Vipers are short pieces of text that enables the children to recap and use a range of reading skills. These can be found on [www.literacyshedplus.com](http://www.literacyshedplus.com). Depending on year group and ability, children may answer 3-5 Flashback Micro Vipers questions.

**Baby Animals STAGE 1**

All animals need to reproduce. This means to have baby animals. Some animals have live babies. Some animals lay eggs. Some carry them in a pouch.

Q: What does "reproduce" mean?

A: What type of animal has live babies?

Marsupials are a type of mammal. They have live babies. Marsupial babies are carried in a pouch. This keeps them safe.

Q: Why do reptiles bury their eggs?

A: Why do some babies grow in eggs?

Birds lay eggs. Reptiles lay eggs too. The eggs take time to hatch. Bird and reptile eggs have a hard shell. This protects the babies while they grow. Birds look after their eggs in a nest. Reptiles normally bury their eggs underground. This keeps them cool.

Most fish lay eggs in the water. Some have live babies. Fish lay their eggs on plants or rocks. Fish eggs are soft. The babies have to find food as soon as they are born.

Q: Where do fish lay their eggs?

**STAGE 2**

**Floods And Droughts**

Water is very important. All living things need water to survive but water can be dangerous if we have too much or too little.

Too much water can lead to flooding. Flooding is when water builds up in areas it shouldn't be. You may have seen this before. When there have been a lot of rain storms, the roads can become flooded. The roads disappear underneath and the traffic can't pass. Flooding like this is annoying but flooding can also cause much bigger problems.

Floods on farmland can ruin crops and this means there is less food. Flooding in towns and villages can destroy houses. This makes people homeless. Flood water also spreads disease which can make people ill.

Q: What is a flood?

Q: What kind of weather would cause flooding?

Q: Name two problems that flooding can cause.

Too little water can lead to drought. A drought is when there is not enough water. Droughts happen when it has not rained for a long time. They often happen when the weather is very hot. You may have seen this during summer time. When it is hot and dry, the grass dries out and turns brown. The grass is dying because it

**Anglo Saxons End Of An Era**

The Anglo-Saxons occupied Britain for hundreds of years. They first invaded somewhere around 450 CE and defended their land well until one of the most famous battles in British history.

The Vikings were a growing force in Europe at the time. They tried to invade Britain several times, beginning in 793 CE. However, the Anglo-Saxons were solid and fought them off every time. Eventually, the Vikings managed to find holes in the Anglo-Saxon defences and found ways into the country.

Many Vikings settled in the north of England, especially around Jorvik. Jorvik eventually became known as York. This was soon the second biggest city in England, after London.

It was only a matter of time before things came to a head. Things finally cracked in 1066 CE. King Edward was the last Anglo-Saxon king, and he died without leaving an heir. King Harold II was chosen to lead, but William the Conqueror of Normandy wasn't happy with this.

William was related to the Vikings, and he thought the land should belong to him. He brought his army over on 14th October 1066 and fought King Harold II. Harold was killed, and the Norman conquest of Britain was complete.

**Vocabulary**

Find and copy a phrase that tells the reader that the Vikings were getting stronger.

What does the phrase "came to a head" mean?

**Summarise**

Why did William the Conqueror invade Britain?

**Retrieve**

When was the Battle of Hastings?

Who was defeated at the Battle of Hastings?

## VIPERS LESSONS

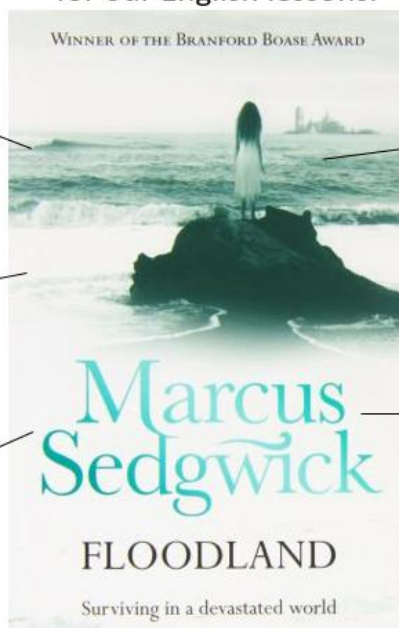
Your class text for your writing lessons can also be the same as your VIPERS lessons.

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

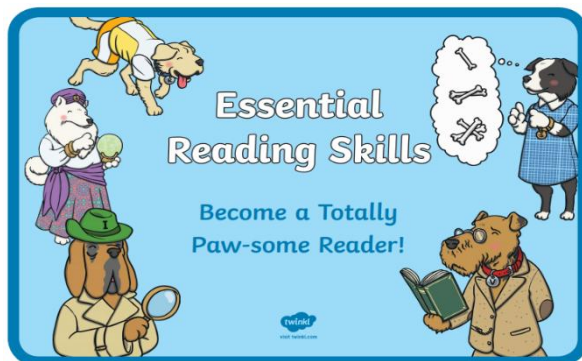
Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Prediction Fluency Summarising	Clarifying Retrieval Vocabulary	Inference Vocabulary Explanation	Inference Retrieval Summarising	Vocabulary Explanation Summarising	Practice and review all skills

*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 <b>teaching sequence</b> (which includes a focus on the spelling and reading of <b>red words</b> – please see timetable.				
<i>Children need to be assessed every half term. Class teachers and reading lead to moderate assessments and regrouped the children accordingly before the end of the half term.</i>				
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: 

Sequence the <u>main</u> events of the chapter/s you have just read.		
Summarise: write one or two sentences that sum up the <u>whole</u> chapter.		
Predict: based on what you have read so far, what do you <u>think</u> is going to happen?		
Vocabulary: write down words/phrases that you could use in your own writing.		
Clarifying Cobras: write down any words or phrases that you are unsure of and then find out what they mean.		
Word / Phrase	Clarification	
Queen Snake Questions		
What do you want to know now that you've read that section?		
Think like a teacher - 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 will listen to the children read during RWI sessions. Teacher should hear every child read in their class at least once per term.

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: \_\_\_\_\_ Term: \_\_\_\_\_ Colour Band: \_\_\_\_\_

ON-GOING COMPREHENSION SKILLS					
Retrieve	Infer	Sequence	Summarise	Predict	Vocabulary
Date/Initial	Text and Comments			Accuracy	Speed

### Teacher 1:1 recording proforma

Name: \_\_\_\_\_ Colour band: \_\_\_\_\_ Term: \_\_\_\_\_

	Accuracy	Expression	Volume	Pace	Phrasing
<b>Skill</b>					
<b>I can...</b>	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).
<b>Score</b>	☆☆☆	☆☆☆	☆☆☆	☆☆☆	☆☆☆

Reading Dogs Skills					
Retrieve	Infer	Sequence	Summarise	Predict	Vocabulary
Date	Text	Comments	Reading Skills	Speed	Next Steps



## Sample Running Record

page		E = errors   S-C = self-correction M = meaning   S = structure   V = visual				E	S-C	M	S	V	M	S	V		
3	The wheel comes off the truck. It rolls down the hill. Faster and faster	af/isc	off	the	truck		1	MSV			MSV		V		
4	The wheel rolls through the field. It rolls past the cows. Faster and faster	rolls/isc	through	the	field	1		MSV							
6	The wheel rolls through the barn. It rolls past the chickens. Faster and faster	rolls/isc	through	the	barn	1		MSV							
7	The wheel rolls toward the river. It rolls over the bridge. Faster and faster	rolls/isc	toward	the	river	1		MSV							
8	The wheel rolls into the school. It rolls out the door. Faster and faster	rolls/isc	into	the	school	1	1	MSV			MSV				
9	The wheel rolls through the town. It rolls past the policeman. Faster and faster	rolls/isc	through	the	town										
10	The wheel rolls into the garage. It stops rolling. The wheel is on the truck.	rolls/isc	into	the	garage	1		MSV							
Totals						8	3								
Accuracy Rate:						92%		Error Rate:		1:12		Self-correction Rate:		1:4	

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.



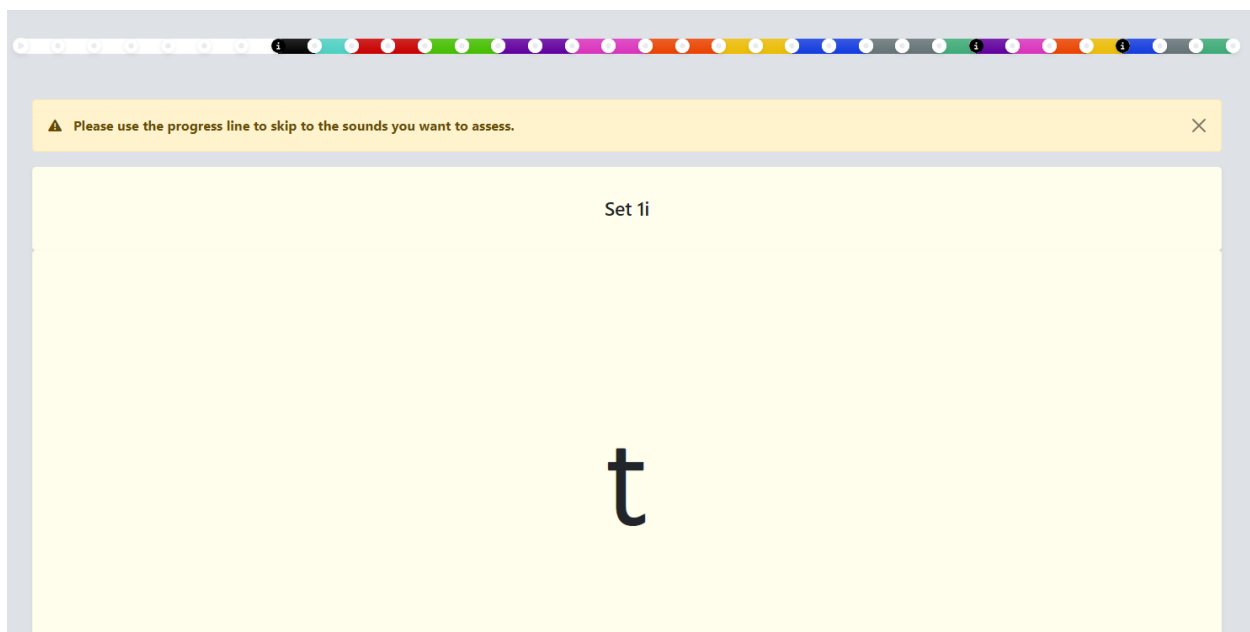


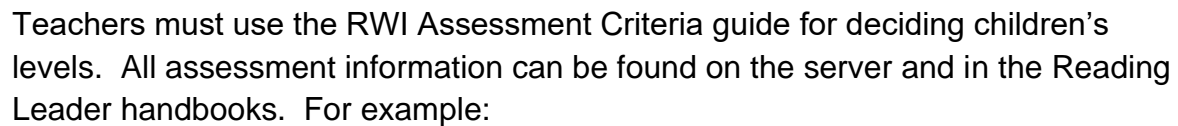
## **Reading Assessment:**

Class teachers will use the online assessment on the Ruth Miskin portal to complete RWI assessment is completed for every child in YR, Y1 and Y2 each half term. This will then be updated on the RWI trackers and Arbor. 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 1	Assessment 2	Assessment 1	Assessment 2

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.





### On-Going Reading Assessment:

- 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.

[illegible]

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



## Assessment Timetable

Reading Assessments	Reception	KS1	LKS2	UKS2
Baseline Wk2 Sept	Week6- RWI Assessments	<i>(Baseline taken from end of summer assessment)</i>	Herefordshire Reading age test	Herefordshire Reading age test
Aut 1	RWI Assessment Red Word Assessment	Rising Stars Test RWI Assessment Red Word Assessment	Rising Stars Test	Y5 Rising Stars Test Y6 Past SATs paper
Aut 2	RWI Assessment Red Word Assessment	Headstarts Termly Test RWI Assessment Red Word Assessment	Headstarts Termly Test Herefordshire Reading age test Reading Book Bands Check	Y5 Headstarts Termly Test Y6 Past SATs paper Herefordshire Reading age test
Spr 1	RWI Assessment Red Word Assessment	Rising Stars Test RWI Assessment Red Word Assessment	Rising Stars Test	Y5 Rising Stars Test Y6 Past SATs paper
Spr 2	RWI Assessment Red Word Assessment	Headstarts Termly Test RWI Assessment Red Word Assessment	Headstarts Termly Test Herefordshire Reading age test Reading Book Bands Check	Y5 Headstarts Termly Test Y6 Past SATs paper Herefordshire Reading age test
Sum 1	RWI Assessment Red Word Assessment	Rising Stars Test RWI Assessment Red Word Assessment	Rising Stars Test	Y5 Rising Stars Test Y6 Past SATs paper
Sum 2	RWI Assessment Red Word Assessment	Headstarts Termly Test RWI Assessment Red Word Assessment	Headstarts Termly Test Herefordshire Reading age test Reading Book Bands Check	Y5 Headstarts Termly Test Herefordshire Reading age test

### 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)

[illegible]



## 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: reading logs are checked and books are changed every Friday.
- 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

