

Phonics and Reading Policy



2018–2019

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Introduction

Teaching children to read is fundamental in order to provide an effective life skill, as well as access to the entire curriculum.

Children enter school with differing reading experiences. Our approach to reading takes into consideration the starting point of the individual child and the ongoing level of support that is being offered to them outside the classroom.

Aims

The aims of reading are intended to ensure that our children are able:

- to read fluently and with understanding;
- to read for pleasure and gain enjoyment from what they have read;
- to read for different purposes and audiences;
- to have experience of different types of books and a variety of good literature, including poetry, newspaper articles, magazines, plays, etc.;
- to use the classification systems in the fiction and non-fiction library;
- to encourage the children to read texts on screen and to value the use of technology in developing the love of reading;
- to appreciate the role of reading in a wider context, outside of the classroom.

Objectives and Implementation

All children in full-time school participate in a daily English lesson, which teaches the broad range of objectives across the curriculum. Reading is taught within these lessons and across the entire creative curriculum, in addition to regular guided reading sessions and shared reading. In the Foundation Stage and Key Stage 1, teachers primarily use a synthetic phonics approach through the implementation of the 'Read Write Inc.' programme to teach decoding and blending skills. Children also read and are read to regularly. Combined, this prepares children for the next stage in reading progression: comprehension. Once children have a secure understanding of the objectives of the RWI programme, their skills and knowledge are consistently practiced and consolidated so the focus can shift onto the comprehension of texts smoothly.

When children require further support there are numerous interventions and initiatives in place to ensure they make progress. This includes Reading Recovery, Fischer Family Trust Wave 3, BRP, ELS and also additional RWI 'boosters'. The implementation and tracking of these is monitored by both the English lead and the reading interventions manager. The 'Simple View of Reading' is used to efficiently identify effective support here.

Other interventions in KS2 for children requiring additional reading and comprehension support include Rainbow Readers, Reciprocal Reading, BRP and additional RWI freshstart where

necessary. The implementation and tracking of these is monitored by both the English lead and the reading interventions manager.

Teacher's Role

All teachers are responsible for the planning and teaching of reading. Teachers need to have a clear understanding of the objectives being taught and to share them with the children.

Teachers aim to:

- make clear what is expected of the children at the start of each lesson, supported by the use of the child-friendly symbols.
- encourage the children to use the skills learnt in the English lesson and apply them to other subjects.

In KS1, phonics is taught on a daily basis during RWI sessions; built into this are regular shared reading opportunities. Whole class reading also takes place on a daily basis within each class with some children, whilst some receive additional decoding support. Additionally, the final 15 minutes of each day are spent as class reading, where a book is read to the children by the teacher.

In KS2, whole class reading also takes place on a daily basis within each class. Additionally, the final 15 minutes of each day are spent as class reading, where a book is read to the children by the teacher.

In addition to these timings, teachers provide wide and varied opportunities for children to access and explore a range of texts within the creative curriculum, science lessons and maths activities, ensuring children are aware that reading is a vital skill that is applicable right across the curriculum and into their everyday lives.

English Lead's Role

The English lead is responsible for raising standards in English and for monitoring teaching and learning across the school. The English lead is available to offer support and help as necessary and to raise staff awareness of new national initiatives.

Assessment

Assessment is an ongoing process. Half-termly formal assessments are made using the school's approach to assessing, and children's reading comprehension skills are summatively assessed using PiXL tests. In the summer term, End of Key Stage testing and non-statutory testing take place.

It is expected that children will improve their reading ability and as a result, progress through the appropriately banded reading books (see Appendix 1).

Word Level Reading: Decoding

Foundation Stage

'Development Matters' is started when children enter the nursery and parents are invited to provide information, which will place their child's experience of books and reading in context. A "Home Loan" scheme is available and guidance is given to parents to help them encourage children during these early stages of reading.

Planning includes time for:

- sharing books, as much as is possible, every day;
- learning rhymes;
- pre-reading games and exercises that develop the variety of skills needed to learn the complex task of reading;
- synthetic phonics is used rigorously in Reception to support the development of early reading through the implementation of the 'Read Write Inc.' programme;
- the foundations for phonics teaching are therefore laid out in Nursery to provide our children with the best possible start to formal teaching;
- 45 high frequency words are introduced and practised regularly.

Key Stage One

Our children in Key Stage One initially continue with the 'Read Write Inc.' programme to fully develop and secure their decoding skills through a synthetic approach to phonics. Additionally, we use a range of reading schemes in Key Stage 1 so our children are provided with a broad range of texts.

Year 1

Children should be taught to:

Word recognition
<ul style="list-style-type: none">• apply phonic knowledge and skills as the route to decode words.
<ul style="list-style-type: none">• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including – where applicable – alternative sounds for graphemes.
<ul style="list-style-type: none">• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
<ul style="list-style-type: none">• read common exception words, noting unusual correspondences between spelling and sound and where these occur in a word.
<ul style="list-style-type: none">• read words containing taught GPCs and -s, -es, -ing, -ed, -er and –est suffixes.
<ul style="list-style-type: none">• read other words of more than one syllable that contain taught GPCs.
<ul style="list-style-type: none">• read words with contractions (eg. I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).
<ul style="list-style-type: none">• read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
<ul style="list-style-type: none">• re-read these books to build up their fluency and confidence in word reading.

Year 2

Children should be taught to:

Word recognition
<ul style="list-style-type: none">• continue to apply phonic knowledge and skills as the route to decode words – until automatic decoding has become embedded and reading is fluent.
<ul style="list-style-type: none">• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
<ul style="list-style-type: none">• read accurately words of two or more syllables that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
<ul style="list-style-type: none">• read words containing common suffixes.
<ul style="list-style-type: none">• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
<ul style="list-style-type: none">• read most words quickly and accurately without overt sounding/blending (when they have been frequently encountered).
<ul style="list-style-type: none">• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
<ul style="list-style-type: none">• re-read these books to build up fluency and confidence in word reading.

Key Stage Two

Children across the year groups use a variety of reading scheme books, which are colour banded, as well as books that match the creative curriculum topics under study and the needs of the specific year group (both in challenge, age relevance and comprehension skills).

For the less able reader we have books with interest levels that match their chronological age as well as their reading age.

All classrooms have their own reading area, which includes 'comfy furniture', attractive displays and working walls to further support learning and enjoyment, to further foster a love of reading. Our children also make regular use of our school library which contains a range of both fiction and non-fiction literature, with each class having a weekly timetabled session. Furthermore, all children participate in visits to the local public library throughout each academic year.

Sentence and Text Level Reading

Under the new programmes of study, some objectives are repeated within different year groups; here it is understood by all staff that the same skill is applied, extended and developed to texts of increasing difficulty/complexity.

Year 1

Children should be taught to:

Range of texts

- listen with concentration to books and discuss what they have heard.
- retell a very familiar story with characteristics of the original.
- discuss the sequence of events in books they are familiar with.

Making inferences

- make basic inferences (eg. explaining what is happening in a familiar story, or say who is speaking).
- predict what might happen next, based on what they have read before.
- draw on their own experiences, background information provided by the teacher and illustrations to make sense of what they have read.
- answer simple inference questions (eg. What do you think will happen next?)
- use words/phrases such as '*I think... because...*'

Comprehension

- take turns and listen to others during discussions about books.
- explain their understanding about what they have read or listened to.
- identify independently when what they have read is inaccurate or does not make sense.
- recognise and join in with predictable, familiar phrases in stories.
- recall some specific, simple information (eg. names of characters/places).
- find information in non-fiction books using features (eg. simple contents page or index).
- notice and comment on obvious features of language (eg. rhymes, refrains, significant words/phrases).
- make relevant comments about what is read to them, including the significance of titles and events.

Vocabulary

- understand the meanings of new words and phrases with adult support.

Poetry

- recognise and join in with predictable, familiar phrases in poetry.
- recite by heart a simple poem or rhyme.

Year 2

Children should be taught to:

Range of texts

- listen to, discuss and express views about what is read aloud to them.
- discuss the sequence of events in books and how items of information are linked.
- retell a range of stories they have listened to, using story language.

Identifying themes and conventions

- identify familiar patterns of language (eg. *Once upon a time, First, Next, Finally*).
- identify and name various organisational features of non-fiction texts (eg. captions, illustrations, headings, contents page and index).

Making inferences

- make simple/plausible attempts to explain meanings in the text based on characters' speech/actions.
- draw on their experiences - or background information provided by the teacher - to make comments on how a character is feeling, based on what is said and done.
- predict what might happen next using evidence from the text.

Comprehension

- explain and discuss their understanding of what they have read with growing confidence.
- identify and self-correct inaccurate reading without 'losing the flow' of what is being read.
- recognise what information they need to look for and be clear about the task in hand.
- read and join in with familiar phrases in stories using own independent reading skills.
- note effective language choices and show skill in discussing their favourite words/phrases.
- answer simple questions on what they have read, giving literal answers based on textual clues.
- contribute meaningfully in discussions about what is read to them, taking turns to speak/listen and consider the opinions of others.

Vocabulary

- use age appropriate dictionaries/thesauri to find the meaning of new words with adult/peer support.

Poetry

- read and join in with familiar phrases in poems using own independent reading skills.
- recite poems by heart with appropriate intonation so that the meaning is clear.

Year 3

Children should be taught to:

Range of texts

- listen to, discuss and write comments on a wide range of fiction, poetry, plays and non-fiction – independently or with a response partner – across all curriculum areas.
- experience and retell a wide range of stories, including myths and legends and traditional tales.

Identifying themes and conventions

- identify themes and conventions in a wide range of texts (eg. tense, person, organisational features, language).

Making inferences

- make inferences about characters' feelings, thoughts and motives based on the language used in the text.
- comment on characters based on personal speculation rather than characters' feelings.
- predict what might happen next using details stated and those implied.

Comprehension

- discuss understanding of – and explain clearly – the meaning of words in context.
- identify the main ideas drawn from one paragraph, and summarise them.
- identify several basic features of language (eg. the use of adjectives/powerful words) and how these contribute to meaning.
- develop awareness of writer's viewpoint.
- find and record information independently from non-fiction using features such as contents, index, captions and text boxes.
- begin to recognise statements of fact and opinion.
- create simple literal questions based on a specific point in the text.
- participate in discussions about texts, taking turns and listening to what others say (valuing opinions).

Vocabulary

- discuss how authors use language, and how it makes the reader feel.
- use dictionaries/thesauri to find the meaning of new words and express interest in their meaning/origin.

Poetry

- prepare poems and play scripts to read aloud, using tone, volume and actions to show understanding and assist in interpretation.
- recite longer poems or parts of narrative poems as part of a group, beginning to remember repeated sections by heart.
- identify different forms of poetry.

Year 4

Children should be taught to:

Range of texts

- listen to, discuss and write detailed comments on a wide range of fiction (including whole books), poetry, plays and non-fiction – independently or with a response partner – across all curriculum areas.
- experience and retell a wide range of stories, including myths and legends and traditional tales, by ordering the main points in a logical sequence and checking that this makes sense.

Identifying themes and conventions

- explain basic features across a range of text types.

Making inferences

- make more accurate inferences about characters' feelings, thoughts and motives, justifying these with reference to the text.
- record ideas and answers in different ways with grammatical accuracy, justifying inferences with reference to the text.
- predict what might happen next using details stated and those implied, using their growing experience about different texts/genres.

Comprehension

- discuss understanding of – and explain clearly – the meaning of words in context.
- identify the main ideas drawn from more than one paragraph, and summarise them.
- discuss words and phrases that capture the reader's imagination, and talk about how these contribute to overall meaning.
- look for and recognise themes in what they have read (eg. the triumph of good over evil).
- find and record information independently from non-fiction using features such as contents, index, captions and text boxes.
- recognise statements of fact and opinion.
- create more detailed literal questions based on a whole text.
- develop, agree, apply and evaluate rules for discussion.

Vocabulary

- discuss how authors use language, and how it makes the reader feel (using evidence from the text).
- read from a wide range of sources to consolidate and extend vocabulary using dictionaries, thesauri and reference books more effectively.

Poetry

- prepare poems and play scripts to read aloud, using tone, volume and actions to make the meaning clear to an audience.
- recite lines from short plays by heart, using appropriate intonation, volume and expression.
- recognise different types of poetry (eg. narrative, free verse).

Year 5

Children should be taught to:

Range of texts

- listen to and discuss a wide range of fiction, poetry, plays, non-fiction, reference and text books independently across all curriculum areas, discussing and justifying their own preferences.
- experience and retell a wide range of stories, including myths and legends, traditional tales, modern fiction, classic literature and literature from their own heritage/world-wide cultures, by ordering the main points in a logical sequence and checking that this makes sense.

Identifying themes and conventions

- reflect on similarities and differences between texts, or different versions of the same text.

Making inferences

- make inferences about characters' feelings, thoughts and motives, justifying these with reference to difference points within the text.
- make reference to different parts of the text (eg. answering questions about a character's motives from their actions).
- explain and discuss understanding of what has been read in a formal way (ie. use of REED method of recording answers), showing justification for viewpoint.
- predict what might happen from details both stated and implied, giving justified reasons.

Comprehension

- discuss understanding of – and explain clearly – the meaning of words in context.
- summarise the main ideas from more than one paragraph, identifying key details.
- comment on the writer's choice of words and phrases, and how this affects interpretation.
- identify the main purpose of a text, showing awareness of viewpoint.
- use the features of non-fiction effectively to find information and present key facts (across the entire curriculum).
- distinguish between statements of fact and opinion.
- ask questions to improve their own and others' understanding of words, phrases and parts of a text, discussing answers appropriately.
- participate in discussions about books, building upon their own and others' ideas (challenging others' views courteously).
- explain and discuss understanding of what they have read in a formal way (ie. use of REED method of recording answers), showing justification for viewpoint.

Vocabulary

- discuss how authors use language, including figurative language, and how it makes the reader feel (using evidence from the text).
- recommend books they have read to their peers, giving justified reasons for their choices.

Poetry

- vary intonation, tone, volume and actions to improve the performance of poems and plays, responding in a positive way to constructive feedback.
- learn and confidently recite a wide range of poems by heart, using appropriate intonation, volume and expression in order to engage the audience and aid interpretation.

Year 6

Children should be taught to:

Range of texts

- listen thoughtfully to a wider range of genres, including more challenging whole books, fiction, poetry, plays, non-fiction, reference and text books independently across all curriculum areas, which they may not necessarily choose themselves.
- experience and retell a wide range of stories, including myths and legends, traditional tales, modern fiction, classic literature and literature from their own heritage/world-wide cultures, identifying the main events and presenting them in different forms (eg. transforming a story into a biography, a play into a recount).

Identifying themes and conventions

- compare themes and conventions within and across text types.

Making inferences

- make inferences about authorial intent, characters and aspects of the plot (using evidence from the text).
- provide reasoned justification for their views on what has been read.
- make inferences and deductions based on multiple points throughout a text, providing reasoned justifications using the REED method of recording answers.
- predict what might happen from details both stated and implied, using knowledge gained from a wide variety of texts with relevant and effective justification.

Comprehension

- discuss understanding of – and explain clearly – the meaning of words in context.
- summarise the main ideas from more than one paragraph, identifying key details that support main ideas.
- identify language features used to engage and guide a reader through a text (eg. rhetorical questions, build-up of tension).
- identify viewpoint in a text, with relevant explanation.
- retrieve, record and skilfully present relevant information from non-fiction texts (including leaflets, programmes and reviews).
- distinguish between statements of fact and opinion.
- create literal questions that require reference to more than one point within a text.
- clearly present own views about books that are read to them and those that are read independently, commenting constructively and building upon the contributions of others.
- explain and discuss understanding of what they have read in a formal way (ie. use of REED method of recording answers), as well as via presentations/debates using note where necessary, showing justification for viewpoints.

Vocabulary

- discuss and evaluate how authors use language, including figurative language, considering the impact upon the reader (using evidence from the text).
- be familiar with, write and use book reviews to guide their own reading and to recommend books to their peers.

Poetry

- use gesture and movement aptly to improve the quality of reading aloud in role to reflect a character.
- prepare poems to recite by heart and plays to read and to perform, showing understanding through intonation, tone and volume (making the meaning clear to an audience).

Mastery Objectives

Children should be taught to:

Range of texts

- extend the range of texts listened to by using multimedia (eg. audio texts, news reports, visual literacy and items researched online).
- experience and retell the main points from more than one version of a text, showing the ability to identify and comment on similarities and differences.

Identifying themes and conventions

- identify and comment on several aspects of structural choice, showing awareness of the writer's craft.

Making inferences

- make inferences using evidence from across the entire text, referencing common threads that run throughout the writing.
- use feedback on presentations and debates to explain more succinctly what they have read, providing in-depth reasoning for their views.
- justify predictions about a text based on a secure knowledge of the text type and any explicit meanings.

Comprehension

- discuss understanding of – and explain clearly – the meaning of words in context.
- use information retrieval skills independently across all curriculum areas, using and understanding more detailed source materials.
- identify various features of writer's use of language (eg. effect of detailed, complex sentences in contrast to short sharp sentences in the same paragraph; irony; puns and figurative language).
- identify the main purpose of writing across the full range of text types and curriculum areas.
- formulate and answer questions across all curriculum areas, making links between subjects and themes.

Vocabulary

- identify features of an author's use of language with relevant explanation.

Whole Class Guided Reading

Whole class guided reading sessions should take place on a daily basis (for approximately 30 minutes). In Key Stage 1, the initial focus of reading will be on applying phonics and word reading skills which may result in smaller group work. As they progress across the Simple View of Reading this focus should shift onto comprehension skills and a whole class approach.

Whole class reading is based around one class book (chosen from the Spine of Core Texts, see Appendix 2) at an age appropriate reading level. The class teacher will read the book to the children and will focus on previous chapters of particular interest.

Planning

Whole class reading should be planned on a Powerpoint presentation allowing for opportunities each lesson for the teacher to model a specific reading skill based on an objective for their year group.

The following symbols are used across school to help children identify the reading skills they're learning:



Explain: Explaining the meaning of new/unfamiliar vocabulary

Retrieve: Retrieving information from the text by scanning and skimming.

Interpret: Interpreting information about a situation or character through clues given in the text.

Choice: Commenting about the choices an author has made for specific reasons. E.g. vocabulary, short sentences, punctuation.

Text Selection – The Spine of Core Texts

Teacher's will use the Spine of Core Texts (see appendix 2) to choose their class book. This list has been put together in consultation with the English lead and SLT to ensure that these books are suitably challenging for the year group and provide enough material to explore the 4 key symbols. Any changes to these books will only be made by the English lead.

The Class Read

Once chosen from the 'Spine of Core Texts,' this book will be read by the class teacher at the end of each day from 2:45-3:00pm. During this time, the children will be able to listen to the story and discuss/clarify vocabulary and story line. This will provide every child with an element of pre-learning before delving deeper into the story/characters during whole class reading. It is essential for the class teacher to have read the book prior to reading it to the class.

Differentiation

During whole class reading, every child (unless they currently don't take part in the whole class group due to decoding issues) will access the same book, therefore, differentiation is extremely important. This can be effectively achieved in a number of ways:

- Reduce the amount of text needed
- Adult support
- Highlight particular sections already
- Wording of the questions asked
- Scaffolded support for answering questions

Whole-School Approach to Text Marking

Identifying key information

Children will read the text carefully either independently or as part of a group/class. Key information includes any words/phrases that refer to 'the 5 Ws'.

Who?
What?
Why?
Where?
When?

Children will be provided with a highlighter to make key information stand out, allowing for efficient information retrieval at later stages of reading. Some children (ie. those with dyslexia who require specific coloured overlays) will need a specific coloured highlighter.

Children will establish a set of guidelines to aid with efficient text marking early each academic year, including how to be selective. Where a whole paragraph is deemed important, a vertical line will be drawn by the side of the paragraph and a brief summary written. This may also be used to summarise author's viewpoint.

Clarification

Children will draw a circle around any unfamiliar vocabulary which they will need to clarify to fully understand a text. Children will establish a set of guidelines to aid with efficient clarification early each academic year, including a step-by-step guide to success:

1. Use of sound fingers/phonetic strategies.
2. 'Backtracking' to the beginning of the sentence and re-reading.
3. Rewind/Fastforward to the prior/subsequent sentence.
4. Looking for words within words (ie. root words).
5. Contemplating the word type (noun, adjective, verb, adverb)

Feature identification

The names of text features (eg, title, subheading, bullet points, illustration, caption) will be written next to the appropriate part of the text.

Linking parts of a text

Arrows will be used to link parts of a text together, labelled to explain how they are linked (eg. same/different viewpoint expressed, flashback or shift in time/place).

Summarising

At the end of a paragraph, page, section or text (depending on the length of text and ability of the child), a summary will be written. Summaries are to convey the key ideas from the section in as few words as possible, therefore appropriate word restrictions may be placed upon this task. Children will establish a set of guidelines to aid with efficient summary writing early each academic year (which may include the use of symbols and emojis to convey characters' thoughts/feelings).



Individual Reading Expectations (Appendix 1)



Thorntree Primary Reading Book Expectations Reception

All children in Reception should be expected to read (or practise words) at home to an adult at least 3 times a week.

Reading books should be changed at least weekly, (It is ok for children to reread a book 2-3 times)

A member of staff are should acknowledge that a child has read to an adult with either a comment or a dated tick/ smiley face in the child's home reading log. (Weekly)

If children are not ready for a book then key words, vc and cvc words should be sent home as flash cards with the same expectations to be practised and logged, as reading books.

Staff are expected to keep track of the books they send home and speak to parents/ carers if 3 or more books have not been returned.

Staff should hear children read 1:1 at least weekly. This should be commented on in the child's home reading log.

Teachers are responsible for the children being on the correct reading level and are expected to know the levels of their class.

Teachers should regularly hear children read 1:1

Children should only be moved up reading bands when they can read accurately enough to verbally retell the story including the main events and characters and/ or answer simple questions about the text.

The children should be able to decode approximately 80% of the book independently to be at the correct level.

Age related expectation by the end of reception is accurately reading and comprehending a yellow book band book.



Thorntree Primary Reading Book Expectations Year 1

All children in Year 1 should be expected to read (or practise words) at home to an adult at least 3 times a week.

Reading books should be changed at least weekly, (It is ok for children to reread a book 2-3 times)

A member of staff should acknowledge that a child has read to an adult with either a comment or a dated tick/ smiley face in the child's home reading log. (Weekly)

If children are not ready for a book, then key words, vc and cvc words should be sent home as flash cards with the same expectations to be practised and logged, as reading books.

Staff are expected to keep track of the books they send home and speak to parents/ carers if 3 or more books have not been returned.

Staff should hear children read 1:1 at least weekly. This should be commented on in the child's home reading log.

Teachers are responsible for the children being on the correct reading level and are expected to know the levels of their class.

Teachers should regularly hear children read 1:1

Children should only be moved up reading bands when they can read accurately enough to verbally retell the story including the main events and characters and/ or answer simple questions about the text.

The children should be able to decode approximately 80% of the book independently to be at the correct level.

When reading independently in class children should be provided with books that are at the appropriate level.

Children are to take their independent reading book and home reading log with them if chosen for book bingo.

During whole class guided reading time closing the gap teachers may hear children read in small groups using scheme books at the correct level (group readers). The children can read at their own pace practising and applying their skills and discuss the book using whole class guided reading methods.

Age related expectation by the end of year 1 is accurately reading and comprehending an orange book band book



Thorntree Primary Reading Book Expectations Year 2

All children in Year 2 should be expected to read (or practise words) at home to an adult at least 3 times a week.

Reading books should be changed/ checked at least twice a week, (It is ok for children to reread a book 2-3 times)

A member of staff should acknowledge that a child has read to an adult with either a comment or a dated tick/ smiley face in the child's home reading log. (Weekly)

Staff are expected to keep track of the books they send home and speak to parents/ carers if 3 or more books have not been returned.

Staff should hear children read 1:1 at least weekly. This should be commented on in the child's home reading log.

Teachers are responsible for the children being on the correct reading level and are expected to know the levels of their class.

Teachers should regularly hear children read 1:1

Children should only be moved up reading bands when they can read accurately enough to verbally retell the story including the main events and characters and/ or answer simple questions about the text.

The children should be able to decode approximately 80% of the book independently to be at the correct level.

Children should regularly read their independent reading book in class and change it when necessary.

Children are to take their independent reading book and home reading log with them if chosen for book bingo

During whole class guided reading time closing the gap teachers may hear children read in small groups using scheme books at the correct level (group readers). The children can read at their own pace practising and applying their skills and discuss the book using whole class guided reading methods.

Age related expectation by the end of year 2 is accurately reading and comprehending a White book band book. GDS Lime



Thorntree Primary Reading Book Expectations Year 3

All children in Year 3 should be expected to read (or practise words) at home to an adult at least 3 times a week.

A member of staff should acknowledge that a child has read to an adult with either a comment or a dated tick/ smiley face in the child's home reading log. (Weekly)

Staff are expected to keep track of the books they send home and speak to parents/ carers if 3 or more books have not been returned.

Staff should hear children read 1:1 at least weekly. This should be commented on in the child's home reading log.

Teachers are responsible for the children being on the correct reading level and are expected to know the levels of their class. If children are reading below expectation, they should be reading a scheme book. Once children are reading at an age related level, they may then choose (with an adult's support) an appropriate free read.

Teachers should regularly hear children read 1:1

Children should only be moved up reading bands when they can read accurately enough to verbally retell the story including the main events and characters and/ or answer simple questions about the text.

The children should be able to decode approximately 80% of the book independently to be at the correct level.

Children should regularly read their independent reading book in class and change it when necessary.

Children are to take their independent reading book and home reading log with them if chosen for book bingo

Age related expectation by the end of year 3 is accurately reading and comprehending a Grey book band book.



Thorntree Primary Reading Book Expectations Year 4

All children in Year 4 should be expected to read at home to an adult at least 3 times a week.

A member of staff should acknowledge that a child has read to an adult with either a comment or a dated tick/ smiley face in the child's home reading log. (Weekly)

Staff are expected to keep track of the books they send home and speak to parents/ carers if 3 or more books have not been returned.

Staff should hear children read 1:1 at least weekly. This should be commented on in the child's home reading log.

Teachers are responsible for the children being on the correct reading level and are expected to know the levels of their class. If children are reading below age related expectation, they should be reading a scheme book. Once children are reading at an age related level, they may then choose (with an adult's support) an appropriate free read.

If children are reading at a key stage 1 level, then teacher's may want to consider using the low reading age/high interest books to engage children.

Teachers should regularly hear children read 1:1

Children should only be moved up reading bands when they can read accurately enough to verbally retell the story including the main events and characters and/ or answer simple questions about the text.

The children should be able to decode approximately 80% of the book independently to be at the correct level.

Children should regularly read their independent reading book in class and change it when necessary.

Children are to take their independent reading book and home reading log with them if chosen for book bingo.

Age related expectation by the end of year 4 is accurately reading and comprehending a Dark Blue book band book.



Thorntree Primary Reading Book Expectations Year 5

All children in Year 5 should be expected to read at home to an adult at least 3 times a week.

A member of staff should acknowledge that a child has read to an adult with either a comment or a dated tick/ smiley face in the child's home reading log. (Weekly)

Staff are expected to keep track of the books they send home and speak to parents/ carers if 3 or more books have not been returned.

Staff should hear children read 1:1 at least weekly. This should be commented on in the child's home reading log.

Teachers are responsible for the children being on the correct reading level and are expected to know the levels of their class. If children are reading below age related expectation, they should be reading a scheme book. Once children are reading at an age related level, they may then choose (with an adult's support) an appropriate free read.

If children are reading below a Y4 level, then teacher's may want to consider using the low reading age/high interest books to engage children.

Teachers should regularly hear children read 1:1

Children should only be moved up reading bands when they can read accurately enough to verbally retell the story including the main events and characters and/ or answer simple questions about the text.

The children should be able to decode approximately 80% of the book independently to be at the correct level.

Children should regularly read their independent reading book in class and change it when necessary.

Children are to take their independent reading book and home reading log with them if chosen for book bingo.

Age related expectation by the end of year 5 is accurately reading and comprehending a Dark Red book band book.

Children who access Reading Plus must complete 20 minutes three times a week.



Thorntree Primary Reading Book Expectations Year 6

All children in Year 6 should be expected to read at home to an adult or independently at least 3 times a week. As well as being signed by a parent/carer, Year 6 children can take the responsibility to comment and sign their own reading record.

Teachers to discuss an appropriate and purposeful reading record comment with the children. A member of staff should acknowledge that a child has read to an adult with either a comment or a dated tick/ smiley face in the child's home reading log. (Weekly)

Staff are expected to keep track of the books they send home and speak to parents/ carers if 3 or more books have not been returned.

Staff should hear children read 1:1 at least weekly. This should be commented on in the child's home reading log.

Teachers are responsible for the children being on the correct reading level and are expected to know the levels of their class. If children are reading below age related expectation, they should be reading a scheme book. Once children are reading at an age related level, they may then choose (with an adult's support) an appropriate free read.

If children are reading below a Y5 level, then teacher's may want to consider using the low reading age/high interest books to engage children.

Teachers should regularly hear children read 1:1

Key marginal children will be heard read three times a week by their Academic Mentor. Children should only be moved up reading bands when they can read accurately enough to verbally retell the story including the main events and characters and/ or answer simple questions about the text.

The children should be able to decode approximately 80% of the book independently to be at the correct level.

Children should regularly read their independent reading book in class and change it when necessary.

Children are to take their independent reading book and home reading log with them if chosen for book bingo.

Age related expectation by the end of year 5 is accurately reading and comprehending a Diamond book band book. GDS Pearl.

Children who access Reading Plus must complete 20 minutes three times a week.

The Spine of Core Texts (Appendix 2)

Nursery

Owl Babies - Martin Waddell
The Ugly Duckling – Ian Beck
The Gingerbread Man – Stephen Dixon
George and the Dragon
Jack and the Beanstalk
The Little Red Hen
The Three Billy Goats Gruff

Reception

Albert Le Blanc – Nick Butterworth
Bedtime for Monsters – Ed Vere
The Gruffalo’s Child – Julia Donaldson
Room on the Broom – Julia Donaldson
Chicken Licken – Jan Ormerod

Year 1

Gilbert the Great - Jane Clarke
The Bad Tempered Ladybird - Eric Carle
Harry and the Dinosaurs at the Museum - Ian Whybrow
The Tiger Who Came To Tea - Judith Kerr
Beegu - Alexis Deacon
Man on the Moon - Simon Bartram
Courage - Bernard Waber
Hansel and Gretel - Anthony Browne
Whoever you are - Mem Fox
Cinnamon - Neil Gaiman
Peace at Last - Jill Murphy
Avocado Baby - John Burningham
Lost and Found - Oliver Jeffers

Where the wild things are - Maurice Sendak
A Bear Called Paddington - Michael Bond

Year 2

Sir scallwag stories - Giles Andreae
The tunnel - Anthony Browne
The brave tin soldier - Hans Christian Andersen
The Creakers - Tom Fletcher
Lighthouse keepers lunch stories - Ronda Armitage
Secret Garden - Susanna Davidson
The wombles stories - Elisabeth Beresford

George's Marvellous Medicine - Roald Dahl

Winnie The witch stories - Valerie Thomas

Billy's Bucket - Kes Grey

Year 3

Charlie and the Chocolate Factory - Roald Dahl
The Iron Man - Ted Hughes
It was a dark and stormy night – Janet Ahlberg
Woof – Allan Ahlberg
101 Dalmatians – Dodie Smith
The butterfly lion – Michael Morpurgo
Zeus is on the loose – John Dougherty

Year 4

How to Train your Dragon – Cressida Cowell
The Witches - Roald Dahl
Operation Gadgetman – Malorie Blackman
The Eye of the Wolf – Daniel Pennac
The Last Castaways – Harry Horse
The Firework Maker's Daughter – Phillip Pullman

Year 5

Kensuke's Kingdom – Michael Morpurgo
Stig of the Dump – Clive King
Room 13 – Robert Swindells
Many World's of Albie Bright – Christopher Edge
Who let the God's out? – Maz Evans
Battle of the Beetles – M.G. Leonard

Year 6

Friend or Foe - Michael Morpurgo
Letters from the Lighthouse – Emma Carroll
Boy in the tower – Polly Ho-Yen
The Polar Bear Explorers' Club – Alex Bell
The Peculiars – Kieran Larwood
Wonder – R.J Palacio
Cogheart Peter Bunzl

Reading Scheme Guide (Appendix 3)

Year Group	Ages	Oxford Reading Book Band	Collins Big Cat	Read Write Inc	
Reception	4-5	Grey	Lilac	Ditty books	ARE= Oxford level 3, book band colour yellow
		Lilac	Pink		
		Pink	Red		
		Red	Yellow	Story	
		Yellow		Story	
Year 1	5-6	Blue	Blue	Story	ARE= Oxford level 6, book band colour Orange
		Green	Orange	Story	
		Orange	Turquoise	Story	
Year 2	6-7	Turquoise	Purple		ARE= Oxford level 10, book band colour white. GDS= Oxford Tree level 11/12, book band colour lime.
		Purple	Gold		
		Gold	White		
		White lime	Lime		
Year 3	7-8	Brown	Copper		ARE= Oxford level 13 Book band colour Grey Note: Oxford tree brown band is equal to KS1 bands; purple, gold and white in terms of difficulty. This is to aid transition and consolidation.
Year 3-4	8-9	Grey	Topaz		
Year 4	8-9	Dark blue	Ruby		ARE= Oxford level 15, book band colour dark blue
			Emerald		
Year 5	9-10	Dark Red	Sapphire		ARE= Oxford level 17, book band colour dark red
Year 6	10-11		Diamond		ARE= Oxford level 19 Book band colour Dark red NOTE: Children reading at Oxford level 17 should be capable of achieving National standard in the end of key stage 2 tests
Year 6+			Pearl		