

Key Stage One
and Two
Reading Policy

July

2021

To be revised in July 2023

Herrick
Primary
School

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With the introduction of our Reading and Writing units being merged, teachers have a more flexible approach to how they manage their time and area of focus for these core subjects. We have ensured that there is progression within and across all revised reading and writing units.

PYG Interim Policy-refer to new policy

Bespoke units of work have been planned for the academic year which ensure children are being moved on in their learning. Provision will be continuously monitored, assessed and reviewed.



Vision of Reading at Herrick

"Teachers should develop pupils' reading in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure."

-National Curriculum

Aims

At Herrick, the purpose of reading is to develop our children as **critical thinkers** who challenge and question and are aware of the world around them through the literature they study. At Herrick, reading is delivered through good quality discussion and the teaching of specific reading skills. Language is developed through a range of texts and children develop an understanding and appreciation of how texts can reflect cultural, social, emotional and historical meanings. Through close examination of a text, children are encouraged to become informed, independent readers of literary texts and develop an understanding of how texts can be interpreted.

'to give each and everyone a chance'

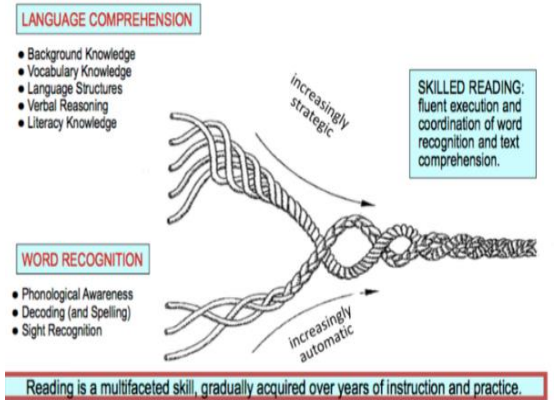
What does Reading look like at Herrick?

At Herrick, our reading approach practises the skills outlined in the Scarborough Reading Rope (Language Comprehension and Word Recognition) and is based on the EEF Recommendations.

There is flexibility in how and in which order each reading sequence is taught as texts require different approaches to maximise learning. Each of the skills are taught in creative and appropriate ways as and when required and can be repeated.

Although all of the skills represent an important component of reading this does not mean that they require equal curriculum time. Based on assessment, teachers may repeat skills in a reading sequence, remove skills that have been secured or focus on a specific skills as the year progresses.

Scarborough's Reading Rope (2001)



| Learning | Skills |
|---|--|
| <p>1.Questioning – pupils generate their own question</p> <p>2. Background Knowledge/WDIKA/Activating Prior Knowledge-what do they already know (WDIKA), make links, use existing mental structures to support recall –link to title, genre, picture and author.</p> <p>3.Prediction – pupils predict what might happen as a text is read</p> <p>4.Clarifying – pupils identify areas of uncertainty, this could be words or phrases etc.</p> <p>5.Inference – pupils infer the meaning of sentences from their context</p> <p>6.Summarising – this can be done through graphic organisers, this supports pupils to succinctly describe meaning</p> | <p>Language Comprehension</p> <ul style="list-style-type: none"> -background knowledge (facts, concepts etc.) -vocabulary (breadth, precision, links etc.) -language structures (syntax, semantics, etc.) -verbal reasoning (inference.) -literacy knowledge (print concepts, genres, etc.) <p>Word Recognition</p> <ul style="list-style-type: none"> -sight recognition(of familiar words) -decoding(alphabetical principle, spelling-sound correspondences) -phonological awareness (syllables, phonemes, etc.) |

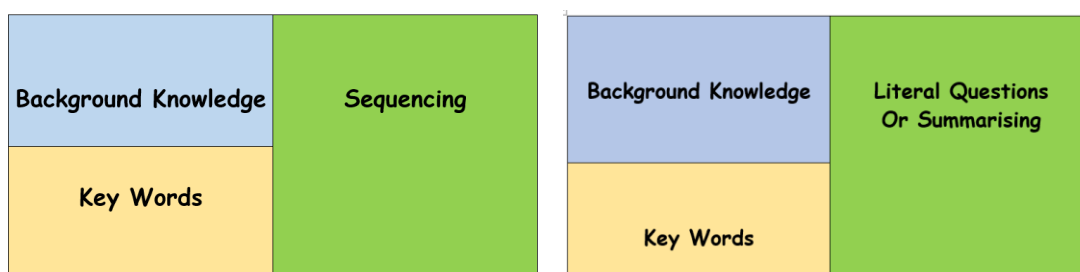
Think Aloud is a strategy -used to further develop metacognition-regularly practiced under language comprehension.

| | |
|--|--|
| <p>Background knowledge Relate to what you know, connect to another text, personal experience or book or film <i>"Is this like when.....?"</i> <i>"This reminds me of that book/time/film...."</i> <i>"I remember a time I did....."</i></p> | |
| <p>Predict <i>I predict</i> <i>I thinkbecause</i> <i>I supposebecause</i> <i>I will learnbecause</i></p> | <p>Clarify <i>Try sounding it out (if word)</i> <i>Try breaking it down</i> <i>Try reading ahead to see if you work it out</i> <i>Think of another word that might fit</i> <i>Try re-reading the paragraph</i></p> |
| <p>Question <i>Ask questions as you read</i> <i>Ask questions that have answers in the text: Who? What? Where? Why? How?</i> <i>Asked question that can be inferred</i></p> | <p>Summarise <i>Use your own idea words, summarise main points from the text in order</i> <i>This text is about</i> <i>This part is about</i> <i>First, Next, Finally</i></p> |

How are reading skills presented in books?

Based on the recommendations of the Education Endowment Foundation, children are encouraged to record their understanding in a mind map format to develop their metacognitive awareness from term 2 onwards.

In Term 1, time is spent teaching children how to present their work in the form of a mind map. A double page may be split into sections. This allows children to reflect on the different skills they have learnt from the text that is being studied. A template/guide is provided for children to assist them with organising their thoughts. In Term 2, they will mind map independently. Literal and inferential questions can be answered on the mind map, or on a separate page.




However, where discrete skills need to be demonstrated (inference questions, literal questions), teachers have flexibility in how work in books is presented.

Year 1 Children who are below age related expectation

Phonics groups are identified early on and a bespoke reading programme is planned to help children develop automaticity and eventually fluency in reading. The weekly overview is reviewed and revised as the year progresses.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------|--|--|--|--|--|
| 9.00-9.20 | Handwriting Practise -focus on letters for sounds that are being taught and letters that will be used in spelling of words. eg Shop, Ship, Shut, Shock | | | | Revisit phonics taught that week and words |
| 9.20-9.50 Phonics | Introduce sound Think of words and write on board Orally use them in sentences Teacher models words/sentences on board using punc fu. Write sentence/s in book (apply handwriting and punctuation if writing sentence) | Begin with sound introduced end of previous session. Think of words and write on board Orally use them in sentences Teacher models words/sentences on board using punc fu. Write sentence/s in book (apply handwriting and punctuation if writing sentence) | Begin with sound introduced end of previous session. Think of words and write on board Orally use them in sentences Teacher models words/sentences on board using punc fu. Write sentence/s in book (apply handwriting and punctuation if writing sentence) | Introduce sound Think of words and write on board Orally use them in sentences Teacher models words/sentences on board using punc fu. Write sentence/s in book (apply handwriting and punctuation if writing sentence) | Introduce sound Think of words and write on board Orally use them in sentences Teacher models words/sentences on board using punc fu. Write sentence/s in book (apply handwriting and punctuation if writing sentence) |
| 9.50-10.05 | Reading Books in pairs-practise reading-teacher 'patrols' and listens/supports readers | Reading Books in pairs-practise reading-teacher 'patrols' and listens/supports readers | Reading Books in pairs-practise reading-teacher 'patrols' and listens/supports readers | | 9.50 -10.20 Revisit story Sequencing & Retelling Record in Books |
| 10.05-10.20 | Introduce new sound and words related to that sound | Introduce new sound and words related to that sound | Teacher shares a story Asks questions or children retell | Teacher shares a story Asks questions or children retell | |

This Reading Plan combines daily Reading Practise, Handwriting, Phonics, Sentence Structure and Shared Story and Sequencing

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------------|--|--|--|--|--|
| 9.00-9.15 | Handwriting Practise -move on to short sentences/page from reading book. Teacher to provide immediate feedback. Address progress. | | | | |
| 9.15-9.40 Phonics | Introduce sound Think of words and write on board Orally use them in sentences Teacher models words on board Write words in book | Introduce sound Think of words and write on board Orally use them in sentences Teacher models words on board Write words in book | Introduce sound Think of words and write on board Orally use them in sentences Teacher models words on board Write words in book | 9.15-9.30 Recap 6 Sounds of the week orally. Display the sound on large sheets 9.30-9.45 Assessment Children independently record words for 6 sounds | Phonics/Biff and Chip Books-banded  Teacher shares a story Children read in pairs Asks questions or children retell |
| 9.40-9.55 | Reading Books in pairs-practise reading-teacher 'patrols' and listens/supports readers | Reading Books in pairs-practise reading-teacher 'patrols' and listens/supports readers | Reading Books in pairs-practise reading-teacher 'patrols' and listens/supports readers | 9.45-10.00 Teacher to go over misconceptions/address learning if required. If children are secure, they can move on to Reading Practise and session can end with a group story told by the teacher. | Children use new key words from book and write sentence. Orally rehearse. Assessment Children create mind map Of key words/pictures of the story. |
| 9.55-10.15 | Introduce sound Think of words and write on board Orally use them in sentences Teacher models words on board Write words in book | Introduce sound Think of words and write on board Orally use them in sentences Teacher models words on board Write words in book | Introduce sound Think of words and write on board Orally use them in sentences Teacher models words on board Write words in book | 10.00-10.15 Reading Practise | |

This Reading Plan combines daily Reading Practise, Handwriting, Phonics, Assessment and Shared Story, New Vocab, Writing Sentences

Years 2-4 Children who are below age-related expectation

An overview of reading texts is mapped out for children to ensure they do not miss key texts studied by their peers. PYG will either revisit & consolidate curriculum content as part of reading comprehension or experience it as new learning so that they can access it with more ease in the mainstream classroom.

Year 5/6-The intention is that children are ready to return to mainstream classroom with differentiated support in the class.

Refer to the PYG policy 2021

Banded Books

Children are allocated books appropriate to their reading age after they have been assessed. They can also select a non-fiction book of their choice.

| | | |
|--|----------|-----------------------|
| Lilac | Age: 3-4 | Year: Nursery |
| Pink | Age: 4-5 | Reception |
| Red | Age: 4-5 | Reception |
| Year 1 Bands-in order of difficulty | | |
| Yellow | Age: 5-6 | Year: 1 |
| Blue | Age: 5-6 | Year: 1 |
| Green | Age: 5-6 | Year: 1 |
| Year 2 Bands-in order of difficulty | | |
| Orange | Age: 6-7 | Year 1 & 2 Transition |
| Turquoise | Age: 6-7 | Year 2 |
| Purple | Age: 6-7 | Year 2 |
| Gold | Age: 6-7 | Year 2 |

| | | | |
|--|-----------|------------|-----------|
| | White | Age: 6-8 | Year: 2/3 |
| | Lime | Age: 6-8 | Year: 2/3 |
| | Brown | Age: 7-8 | Year: 3 |
| | Grey | Age: 8-9 | Year: 4 |
| | Dark Blue | Age: 9-10 | Year: 5 |
| | Dark Red | Age: 10-11 | Year: 6 |

Key Stage One Reading Overview

| Fiction | Non-Fiction | Poetry & Plays |
|---|--|---|
| Year 1 | | |
| <p><i>PSHCE</i> It's Okay to be Different The Feel Good Book-Todd Parr The Mixed Chameleon-Eric Carle Elmer Rainbow Fish <i>Traditional Tales</i> Cinderella, Snow White, Hansel & Gretel</p> <p>The Gruffalo Peace at Last Amazing Grace-Mary Hoffman The Jolly Postman Lucy and Tom at the seaside- Shirley Hughes We are going on a Bear Hunt Not Now Bernard</p> <p>Dear Greenpeace-Simon James (<i>social issues/dilemma</i>) Handa's Surprise (<i>story set in another culture</i>)</p> | <p>If you were me and lived in Kenya Carol P Roman</p> <p>Eating the Alphabet-A-Z of fruit and vegetables-Lois Elhert</p> <p>1000 things to eat</p> <p>Toys</p> | <p>Performing Poems- Each Peach Pear Plum-Janet Ahllberg The Puffin Book of Fantastic First Poems – x3 Animal Poems p.1 A First Poetry Book – Seaside section p244 ,</p> |
| Year 2 | | |
| <p>Antony Browne (<i>fantasy/adventure</i>) The Tunnel Gorilla Changes Voices in the Park</p> <p>Hermelin Minne Grey</p> <p>The Twits Roald Dahl <i>Fairy Tales</i>- Princess and the Pea Minnie Grey, Beauty and The Beast, Aladdin and his Magical Lamp, Rapunzel, Sleeping Beauty & Rumpelstiltskin</p> <p>Fantastic Mr Fox The Tear Thief Carol Ann Duffy</p> <p>Leila and the Secret of the rain-Conway/Dahy (<i>story set in another culture</i>)</p> <p>The Wolf's Story-Toby Forward and Izhar Cohen</p> | <p>Recipe Books-Food Around the World London Charlotte Guillan Animal Encyclopaedia Pirates The Queen and the Royal Family</p> | <p>Poem-Sound collector Poetry-Riddles, Limericks, Classic Poetry Owl and Pussycat Performance Poetry Please Mrs Butler Revolting Rhymes</p> |

Key Stage Two Reading Overview

| Fiction | Non-Fiction | Poetry & Plays |
|--|---|---|
| Year 3 | | |
| <p>-George’s Marvellous Medicine- Roald Dahl -The Lost Thing-Sean Tan (<i>fantasy</i>) -Diary of a Killer Cat-Anne Robinson (<i>familiar settings</i>) -Charlie and the Chocolate Factory-Roald Dahl (<i>fantasy</i>) -Lady Daisy-Dick King Smith (<i>issues/dilemmas</i>) -Modern Versions of Fairy Stories No Myths and legends</p> | <p><i>Information books, descriptions, explanations, persuasion, instructions</i></p> <p>-Ancient Egyptians -Legend of the Loch Ness -Forgotten Beasts Matt Sewell -Magical Beasts</p> | <p>-Poem-Chocolate Cake M. Rosen- <i>narrative</i> -Poem The Bully Asleep -Poetry Books - <i>free verse and narrative poetry</i> Nature Trail by Benjamin Zephaniah I Remember I Remember by Thomas Hood Anthology 4 Storytime – conversation poem Free verse: Peace And Quiet By Nadya Phillips Splishy, Sploshy Mud By Ava F. Kent No Plays</p> |
| Year 4 | | |
| <p>Roald Dahl Books (<i>fantasy, adventure</i>) -James and the Giant Peach -Matilda -The Witches -Grandpa Chatterji Jamila Gavin (<i>Story set in another culture</i>) -Room 13 Robert Swindell (<i>adventure</i>) -Accidental Prime Minister Tom Laughlin (<i>social/dilemma</i>) -The Demon Headmaster-Gillian Cross (<i>adventure</i>) -The Fallen Elephant -Billionaire Boy David Walliams (<i>dilemma</i>) -The Iron Man Ted Hughes (<i>social/dilemma</i>) Robin Hood (<i>Myths and Legends</i>)</p> | <p><i>Information books, descriptions, explanations, persuasion, instructions</i></p> <p>Healthy Eating/Balanced Diet Cities Around the World</p> | <p>Poem -Dancing Bear Charles Causley Poetry-free verse, onamaotpeia Poem- The Magic Box</p> <p>Play-Demon Headmaster</p> |

| Fiction | Non-Fiction | Poetry & Plays |
|--|---|--|
| Year 5 | | |
| <p>-The Lion, the Witch and the Wardrobe C S Lewis (<i>fantasy/adventure</i>)</p> <p>-There's a boy in the girl's bathroom Louis Sachar (<i>social issues/dilemmas</i>)</p> <p>-Wreck of the Zanzibar Michael Morpurgo (<i>stories in historical setting in different culture</i>)</p> <p>-The 12 Labours of Heracles (<i>Myths & Legends</i>)</p> <p>-The Island Armin Greder (<i>social issues/dilemmas</i>)</p> <p>-The Arrival Sean Tan (<i>story set in different culture</i>)</p> <p>-Charlotte's Web E.B White (<i>fantasy/Literary heritage</i>)</p> <p>-Wind in the Willows (<i>fantasy/Literary heritage</i>)</p> <p>-Harry Potter (<i>fantasy/adventure</i>)</p> <p>-I am Malala (<i>biography</i>)</p> | <p><i>Information books, descriptions, explanations, persuasion, instructions</i></p> <p>Letter to Barack Obama</p> <p>Atlases</p> <p>Lots Mark Martin</p> <p>An atlas of imaginary places Mia Cassany</p> <p>Space</p> <p>If the World was a village</p> | <p>The Highway Man & Haikus & Cinquains</p> |
| Year 6 | | |
| <p>Carrie's War Nina Bawden (<i>historical, social issues/dilemma</i>)</p> <p>War Horse (<i>historical</i>)</p> <p>Rose Blanche Ian Mc Ewan (<i>historical</i>)</p> <p>Now or Never Bali Rai (<i>Historical/social/Dilemma</i>)</p> <p>A Story Like the Wind- Gill Lewis (<i>Social issues</i>)</p> <p>Harry Potter (<i>fantasy</i>)</p> <p>Journey to Jo'burg Beverley Naidoo (<i>Social issues</i>)</p> <p>How to train your dragon (<i>fantasy/adventure</i>)</p> <p>Secret Garden Frances Burnett (historical, social)</p> <p>The Selfish Giant -Oscar Wilde (<i>moral</i>)</p> | <p><i>Autobiography</i> -Ann Frank</p> <p>Fantastic Beasts</p> <p>Brochures</p> <p>The Great Barrier Reef (The Wonder Garden)</p> <p>Animals in Danger</p> <p>PSHCE Well Being</p> | <p>Flanders Field</p> <p>Free Verse</p> <p>Narrative</p> <p>The Spider and the Fly</p> |

Glossary

Automaticity is the fast, effortless word recognition that comes with a great deal of **reading** practice. In the early stages of learning to read, **readers** may be accurate but slow and inefficient at recognizing words. Continued **reading** practice helps word recognition become more automatic, rapid, and effortless.

Fluency is **defined** as the ability to **read** with speed, accuracy, and proper expression. In order to understand what they **read**, children must be able to **read fluently** whether they are **reading** aloud or silently. When **reading** aloud, **fluent readers read** in phrases and add intonation appropriately.

Two important abilities that students must develop are blending and **segmenting**. Blending involves pulling together individual sounds or syllables within **words**; **segmenting** involves breaking **words** down into individual sounds or syllables.

Digraphs combination of two letters representing one sound, as in *ph* and *ey*.

Morpheme is a meaningful linguistic unit consisting of a word (such as *dog*) or a word element (such as the *-s* at the end of *dogs*) that can't be divided into smaller meaningful parts. Adjective: **morphemic**. **Morphemes** are the smallest units of **meaning** in a language.

Phonics -the science of sound : acoustics. 2: a method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups, and especially syllables.

A **consonant cluster** in a word is a group of **consonants** with no vowels between them