



Reading

At Chaddlewood, we want children to enjoy reading. We support children to learn to read with fluency and comprehension, regardless of their background, needs and abilities. We recognise that these skills enrich children's lives, underpin their academic progress in primary school and prepare them for secondary school and beyond. We also recognise that reading supports effective and accurate writing. Reading is integrated throughout the curriculum.

Our intent: Chaddlewood children quickly acquire fluent decoding skills so that they then have the cognitive capacity to focus on reading comprehension.

We use the Read Write Inc (RWI) scheme, overseen by our phonics lead, to deliver a synthetic phonics programme that enables the rapid acquisition and mastery of phonetic understanding. The scheme provides a comprehensive and systematic approach in which children connect new sounds, mnemonic images and phrases; constantly revisit prior learning; and explore RWI books that are linked to their classroom phonics. Each child takes home a weekly RWI 'book bag' book that links to the phonemes they are practising that week in class and a 'black and white' book which is a copy of that week's RWI focus book and is used to support the development of fluency and confidence. Children quickly become familiar with the language and routines of RWI sessions (which are delivered in EYFS and Year 1) so that they have the cognitive capacity to take on new knowledge. They are assessed by the phonics lead every half-term so that they are taught at an appropriate level of challenge.

When children have completed the RWI scheme, they move on to the AR reading scheme, as detailed below.

If children need further support in developing their fluency as they move into KS2, we run a six week fluency intervention in every year group.

Our intent: Chaddlewood children are habitual readers who read and understand a wide variety of suitably-challenging books.

We use Accelerated Reader (AR) to assess children's reading level each half-term. Based on these assessments, we give each child a numerical reading range (such as 2.4 - 3.6) that guides them in identifying books within our library that are suitably challenging (each book is labelled with a reading level). We use our judgement and discretion so that children who are keen to read a book that falls above their reading range - such as books by a particular author that interests them - are allowed to do so. We also use the assessments to set reading targets for the children that are precisely matched to their reading level. Children make progress towards their target by reading books within their range and then taking an online comprehension quiz for each book that awards points based on the book's length and level of difficulty. The English Co-ordinator and class teachers monitor progress against targets and also review the range of books that children are reading. Children's achievements in completing quizzes accurately and reaching their targets are widely rewarded and celebrated.

We write to parents at the beginning, halfway through and at the end of each term to give details of their children's targets and progress in meeting these.

Our intent: We use assessment effectively so that we know where to focus our targeted support

In addition to formative classroom assessment, we have two other methods of assessing children's reading progress: AR tests and PIRA tests. AR tests allow children's reading level to be analysed in different ways but we focus in particular on their reading age. The system allows us to track children's reading age over the course of the academic year so that we can identify children who are not making sufficient progress (those children whose reading ages have not increased in line with their chronological ages). It also allows us to identify at an early stage which children are not on track to meet the age-related expectation by the end of Year 6: our analysis indicates that children entering Year 6 with a reading age of 10+ are highly likely to meet the expected standard for the end of KS2 and we therefore expect children to have a reading age of 10+ by the end of Y5, 9+ by the end of Y4 and 8+ by the end of Y3. PIRA tests are sat by the children three times each year and use a standardised score to determine whether a child is above, at, or below the age-related expectation. We cross reference PIRA and AR data so that we have a precise understanding of where support is most needed.

Our intent: We use assessment effectively so that we know how to focus our targeted support

Once we have identified which children need support, we look at diagnostic information that allows us to tailor our support accordingly. We plan and review this support through pupil progress meetings that are overseen by the headteacher and also involve the SENCO.

To develop children's reading comprehension, we run small-group sessions for children who need additional support and then whole-class sessions in which we share a range of high-quality fiction, non-fiction and poetry texts.

Our intent: Chaddlewood children develop reading and writing skills simultaneously

Our writing sequences are based around high-quality texts that expose the children to a range of fiction, non-fiction and poetry. The first phase of each sequence involves the children participating in a range of reading activities so that, for example, they can predict what might happen in the story based on the opening chapter or can summarise key elements of the plot. The sequence also involves the children 'reading as writers' so that they analyse the choices that the author has made and how they have applied aspects of grammar or punctuation to create effective writing. Children are similarly encouraged to read and evaluate their own work and that of their peers so that they develop critical reading skills.

Our intent: Chaddlewood children acquire a cross-curricular vocabulary that covers ambitious, technical and subject-specific language

Within each of our English units, we identify ambitious and/or technical vocabulary linked to the source text and integrate lessons and segments within our sequences that help children to understand, spell and apply this vocabulary in their independent writing. In foundation subjects, we identify the subject-specific and/or technical vocabulary we want the children to acquire. We spend time within our sequences reviewing and applying that vocabulary with the children so that they can use it confidently in their independent writing.

Our intent: Chaddlewood children enjoy reading; Chaddlewood has a strong reading culture.

We have a librarian who works with the English Co-ordinator to regularly review the library stock and introduce new books based on the children's interests (we spend at least £1,000 each year refreshing our stock). We involve the children in choosing new library stock through

our annual pupil reading survey and school council. We read high-quality class books to our children as an integral part of our English sequences and provide time for the children to read to themselves in class. We also have a 'reading spine' that sets out a series of carefully selected books that teachers will read to children as they move through the school. We read books to our children that are linked to our cross-curricular learning in order to deepen children's understanding and develop their subject-specific vocabulary. We provide children and parents with recommended book lists. We invite local authors into school to share their experiences with children and enthuse them about both reading and writing. We celebrate children's reading achievements in class and in weekly assemblies.

Chaddlewood Primary School's Read Write Inc (RWI) Phonics Progression Grid

	EYFS		
			Year 1
RWI Levels	Set 1 Group A, B, C; Ditty; Red Ditty	Green; Purple (with remaining Set 2 sounds covered by Pink)	Pink; Orange; Yellow; Blue; Grey
Sets	Set 1 speed sounds	Set 2 speed sounds	Set 3 speed sounds
	Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h s r / j v y w / t h z c h q u x n g n k	Set 2 teaches alternative vowel sounds: ay ee igh ow oo oo ar air ir ou oy	Set 3 teaches alternative spelling of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure

Chaddlewood Primary School's Application of Phonics in Reading Progression Grid

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children can say a sound for each letter of the alphabet and at least 10 digraphs.</p> <p>Blend sounds to say words that are consistent with their phonics knowledge.</p> <p>Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.</p>	<p>To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>

Chaddlewood Primary School's Reading Progression Grid

	EYFS	Year 1	Year 2	Year 3/4	Year 5/6
Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.	Children use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words • containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and -s, -es, -ing, -ed, • -er and -est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions, • e.g. I'm, I'll, we'll and • understand that the apostrophe represents the omitted letter(s) • 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 • re-read these books to 	<p>Pupils should be taught to:</p> <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 • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising • alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately without overt sounding and blending when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • re-read these books to build up their fluency and confidence in word reading 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

	EYFS	Year 1	Year 2	Year 3/4	Year 5/6
Comprehension	<p>Children read and understand simple sentences. They demonstrate understanding when talking with others about what they have read.</p>	<p>build up their fluency and confidence in word reading Pupils should be taught to :</p> <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases learning to appreciate rhymes and poems and to recite some by heart • discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words • and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop positive attitudes to reading and understanding of what they read by: • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases • that capture the reader's interest and imagination • recognising some different forms of poetry (e.g. free verse, narrative poetry) • understand what they read, in books they can read independently, by: • checking that the text makes sense to them, discussing their understanding and 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • maintain positive attitudes to reading and understanding of what they read by: • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing • themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry • by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • understand what they read by: • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

		Year 1	Year 2	Year 3/4	Year 5/6
Comprehension (cont'd)		<p>reading</p> <ul style="list-style-type: none"> • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say <p>explain clearly their understanding of what is read to them</p>	<p>and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for • themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<p>explaining the meaning of words in context</p> <ul style="list-style-type: none"> • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> • asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views