

Reading Policy & Practice



The teaching of reading should be every teaching staff member's no1 priority, and they should pursue best practice in this area with rigour and determination. From logical reasoning, building memory and vocabulary to learning about self, others and the world they live in, reading is an important end in itself but also contains the substantial majority of all forms of other learning, and sub-set of skills on which the whole primary curriculum is based.

Our aim is for children to become independent life-long readers of books.

This means we must engage them in finding for themselves the joy of reading for pleasure as much as the skills of reading for learning.

Teachers must be highly attentive to how they plan for activity and a yearly diet of a child's reading as they engage the children and share texts and story.

Reading & the National Curriculum and Foundation Stage

We are guided by what the statutory documents say about reading, but find that they do not necessarily advise well nor are consistent in their approach to reading. Much of what the National Curriculum has to say about reading is not assessable. We aim to go beyond what these state and dynamically adapt and improve our curriculum, trialling new ways to teach and assessing the benefits with high expectations of what we can achieve with our children.

Reading & Social Justice

Much research has described the language poverty gap that has evolved in our country that is also relative to home income. It is a fulfilment of the schools Values Statements that Reading should have such a wide priority and be fundamental to our mission.

The Sections in this policy includes:

Teaching and Learning Opportunities- what we expect to see organised in class

Resources and Organisation- how we manage the school's books and teaching resources

Working with home- and the partnership we build with parents around reading

Recording and Assessment

Special Educational Needs and the specific impact of Dyslexia

There are then some really useful appendices.

Teaching & Learning Opportunities

There are many contexts that we provide to create a rich diet of opportunity to learn to read. They will rise and fall in frequency and occurrence depending on Year Group, Age of Children, Stage of Children, nature of class and progression through the year. Teachers, however, need to be proficient in deploying each context, and plan for a varied experience of reading across a day, term and year. (A sample day is given for illustrative purposes in Appendix D)

Reading is supported by efficient classroom organisation (Not a Minute Wasted strategies, regular Routine Practice- See App D) and dynamic thinking skills (Habits of Discussion- "Citing Evidence is THE most critical skill in reading comprehension).

Technique and Strategy

An explicit aim of our teaching of reading is facilitating the learning of language and vocabulary. The growth of a child's vocabulary underpins their ability to know and understand the world. The majority of words children will learn will come from their independent reading and so we therefore need to teach the children the skills and techniques to manage the unfamiliar independently. Once children become competent decoders there is a danger to neglect understanding the skills children are using, or rather, not using, when they read. The following guide us in our teaching of technique and strategy:

- Techniques & Strategies – Visual Paired Reading Support Prompts for KS1, LwrKS2
- Seven Strategies for Reading- KS2
- Guided Reading Prompting Guides- Fiction/ Non-Fiction
- Strategies for Inference (Derived from the Inference Training Manual- Appx E)
- Deep Retelling and Understanding Character – Appendix F

Systematic Synthetic Phonics (20mins daily) FS1-Y2

We aim to provide high quality, systematic phonic lessons taught discretely in Foundation Stage and KS1 daily using the Letters and Sounds programme. We believe that phonics sessions should be engaging, interactive and delivered at a quick pace using a variety of teaching strategies.

Phase One is delivered in Foundation One focusing on developing children's auditory skills through small group games and activities. As children are ready, they move onto Phase Two when phoneme- grapheme correspondence begins then onto Phase Three. The children are given books they can decode from within the sequence they have been taught. They will often have two books- once at an instructional level and one consolidating previously taught phonemes. Parents are invited to a 'Letters and Sounds' workshop to share resources, key terminology and information to ensure that children can be properly supported at home to learn phonics accurately.

In Key Stage One children revisit Phase Three and move through Phases Four and Five where they are introduced to alternative spellings, segmenting and blending for reading and writing. Phonics is taught with the intention of creating fluent readers and writers but in Year One we also complete the National Phonics Check. In Year Two, the children move into Phase Six where they learn different spelling rules for adding suffixes and deepen knowledge on alternative phonemes.

Teachers assess children's phonetic development at the end of each phase to ensure that errors, misconceptions and gaps in learning are quickly identified. Booster sessions are provided for children who need additional support across the phases.

Shared Reading (20mins daily) All Key Stages – decreasing in frequency through KS2

This is a key way of **modelling** reading to children. It is not about the children barking along to a text, but a way of introducing and highlighting skills and techniques that we use when reading. It should be used as an 'Opportunity' throughout school from F1 to Y6, but as part of the specific whole class reading learning diet from F2 to Y3. Choose books that create a progression. In Ks1/Y3 the PM series are ideal as they are finely graded and each book has carefully selected skill basis. Lexile/colour banded at ARE (or just slightly above to teach new skills)

Books can be scanned to make electronic copies. Otherwise use a visualiser.

Copy the Paired Reading Strategy to Structure a session. Work with a timer to apply pace.

Have a Learning Intention based on previous lesson's AFL or on an issue that the book will bring up.

Before In the before stage share Learning Intention, Predict, practice tricky or text specific words (flashcards)(5mins)

Reading Mix strategies to create pace- My Turn, Your turn, X's Turn (individual) (10mins)

After Retell/ evaluate the task and use of Learning Intention/ ask questions (5 mins)

When used as a specific whole class daily Reading Strategy, children getting to White (& top end of Gold) may not need this and time could better be spent on 'Answering in Writing'- traditional Reading Comprehension **PLUS** creative response

Supporting Resources:

Appendix A- Techniques and Strategies to Support Paired Reading,

Guided Reading Prompts for Learning Intentions and strategies

Paired Reading (20mins daily) All Key Stages

Mixed ability partners- mins Could run along-side a Guided Reading group time. Similar strategy to that advocated in 'Reciprocal Reading'.

Modelled in Shared Reading. Each child is the focus for 10 mins. Both **must** read.

Activity card/strip Before Reading After

Before In the before stage we Retell so far and Predict what next (2 mins)

Reading Supported Reading 'Hint, Don't Tell' as much as possible (6mins)

After Retell/ Reflect / Ask questions (2 mins) *What happened on this page? Are you enjoying the book? Why did x do y? I'm not sure I understood this page- can you explain it?*

Supporting Resource Appendix A- Techniques and Strategies to Support Paired Reading

Individual Reading Strategy F2/Y1- LA Y2 +3

All children will be heard 1x week by Class teacher- even if it is only to hear 100 words. (Don't be nice- be brutal- keep it quick) This will require moving topic work into Continuous Provision more. The more competent readers could be organised through the Guided Reading Session.

Organise to hear at least 10 children a day.

Comment in Reading Record- List words they have struggled- rule they need to practice. Do not write Good Reading or Well Done. You can, of course do a smiley face.

Some children need monitoring 2x or 3x group

Have a

Mon Weds Fri and

Tues Thurs set

A Few Children will be daily, but not necessarily by class teacher. They still need class teacher input.

Formally or informally running a miscue analysis and preparing to move children up a band.

Guided Reading (20mins daily) – Chap 8/9 of Great Habits All Key Stages

Ability Grouping

The tension in Guided Reading is between Comprehension and Decoding. Teachers **need** to work with a flip-chart to workshop word level issues that arise in reading. As children climb through the Book Bands the balance of these shifts, but both elements are always present!

Personal Opinion Alert- Do a mix of 'Whisper Reading' (F2 aut Y1 it needs to be more than a whisper as they have to be able to hear themselves) & Individuals Reading Round- this helps to workshop Decoding and model Supported Reading strategy. Guided reading requires a Carousel approach to classroom management and can be highly effective if a teacher can facilitate it.

Close Reading (20 mins. daily) KS2

This is a method of analysing a text that focuses on significant details in order to develop deep and precise understanding. When selecting a text, the teacher must consider whether it has enough complex ideas to explore, whether the text is vocabulary rich and whether the text is at an appropriate readability level.

The children should complete a Close Reading sequence each week.

1st step – First read. In this step the children, as independently as possible, read the text and then think, pair, share their understanding by retelling. Then within the same session, the children highlight unknown words, ask questions and make deductions from the text by annotating around the extract. Finally, they write a short synopsis.

2nd step- Independent comprehension questions. The children answer five questions using the acronym **CLIMB** to support skill development. C- comprehension, L – language, I – inference, M – meaning, B - book (comparison with other texts). These questions can be differentiated.

3rd step – Working with teacher in a small group. Begin with reading the text (teacher or child) Children then retell the text. Questions are generated through discussion; addressing unknown vocabulary, misconceptions and the children’s own annotations. The focus is on comprehension, inference and deduction skills and well as text structure and author’s craft.

4th step – Independent editing. Children edit and expand their comprehension work following input in the teacher led session.

In general Close Reading pulls away from needing a full Carousel in classroom management.

Independent Reading

All children at whatever age, should be encouraged to read a wide range of texts independently and have **a daily opportunity to do so**. Never more so than in our electronic age, do children need to find the different paced stimulation of reading instead of the rapid dopamine hits of a screen. We therefore must build Sustained Silent Reading into our school day for the children to be able to concentrate without distraction for 20 minutes. They should always have available a **Level Appropriate / Instructional Text** (90% accuracy) as a personal reader **and** an **Exploring Text**- either easier texts they know and enjoy and can rehearse and revise with, or harder texts to jump in and out of.

Level Appropriate Texts

We have a Book Band graded scheme that all children should use up until they reach a level of confidence in and around White/Lime. At this point, usually in Y3, children should transition to making their own choice of texts more with occasional direction from the teacher (sometimes directing back towards the scheme books, but on the whole sourcing texts from within classrooms) To support the children reading with stamina and at an ever-increasing range of complexity they should complete a **Hillary Text Challenge** book within a 4 week period, each half term.

Exploring Texts

Class Libraries and Book Corners must present books in stimulating ways that make reading a high profile and irresistible activity. We have a huge job on in challenging the pervasive culture that our children are experiencing that mitigates against sustained reading, so must do everything in our powers to counteract this. see Class Libraries.

Catch-Up Reading & Interventions (SEN + EAL)

Updated

Once they have a strong knowledge of the Phonic Code, the majority of children (80%) will be able to learn to read from our Colour Banded resources, they will form a network of reading strategies from the class and group tuition they receive in Phonics and Shared reading strategy. Some (20%) however will have trouble creating the network of complex strategies that readers use and will therefore need support and resourcing of a different nature.

Dandelion Launchers/ Readers

Dandelion books are a highly phonically regular scheme that allows children to immediately apply the phonics they have learned and apply them in to reading text and short, full books. It is supported with many games, tasks and activities to help reinforce particular learning. It reaches from Initial Phonic Code all the way to Phase 5 Phonics with Split Vowels (Pink to Blue).

Switch On

Switch -On is a 1:1 programme suitable for children in Years 1-6. It is focussed on developing the child's problem-solving strategies, emphasising flexibility. It is based on the Miscue analysis of reading and uses even more finely graded texts, sub-divided from within the Book Band scheme.

Inference Training

Inference Training is a KS2 based strategy for improving reading comprehension for groups and classes. It aims to boost vocabulary, activate background knowledge, directly teach strategies for the making inferences and thereby build independence in building meaning.

Whole Word Approach

Needs Writing

New

Dyslexia Gold

We use Dyslexia Gold even if a child does not have dyslexia, but needs more practice at visual perception and segmenting and blending. It is a useful initial screen for children. They can work with a good degree of independence as it is an IT 'game based' learning environment.

Resources & Organisation:

Class Libraries

Updated

All classrooms will have an area set aside for reading books. In different phases these will have slightly different purposes. Across school they will show that, academically, we value reading above everything else and that we read for pleasure as learning is a pleasurable activity. Teachers can theme their book areas to make them stimulating. A test for getting this right is if you walk into a room and want to pick a book up.

Another technique is to use the concepts of Continuous Provision and present books in a self-study area called an Imagination Station and allow children to use this on Rotation at Break and Lunchtimes or as part of the Guided Reading Carousel. This is especially useful for establishing an understanding of the connected nature of knowledge, to always have access to atlases or encyclopaedias.

Teachers will know the contents of their book stock, being able to recommend texts to children personally is a highly important part of our job.

Book Organisation

Each class library will have separate **Fiction** and **Non-fiction** provision. Fiction will be colour banded at KS2 and then ordered alphabetically by author's surname.

Some books may be separated out for display by covers as well as by spine. Topic collections could/should, be separately presented in mixed media displays.

All classes will have some way in which the children can respond to and recommend books to each other. Teachers need to develop the 'community' of readers.

There will also be section of Poetry and Picture books – Poetry, KS2 Picture Books and mixed text type books can be labelled as cream.

In KS2 there will also be a shelf dedicated to the **Hillary Text Challenge** books. Tatty books should be thrown away. Do it. You know you can! Multi-cultural and equalities thinking needs to be applied to the book stock to ensure our children have a fully rounded view of the world. Books need to be presented in age appropriate ways- think about how children might make their choices.

Text Complexity and Book Banding

This is not an exact science, but there are easier and more accurate resources to do this in the earlier stages of reading. We will use a variety of methods including the Book Banding, Guided Reading at KS2 resource from the IOE and the Text Complexity scale that can be found through Lexile.com. We are attendant to the age-appropriate nature of a book's contents as well. Appendix B- Text Complexity Matters contains an approximate match from Foundation Stage & National Curriculum expectations through to colour banding and Lexile Levels, how this matches to some core scheme texts and to Letters and Sounds Phases.

Renewal and replenishing of Texts

We are working towards a budget of £200 per year group for replenishing stock each year. This, of course, can be supplemented by enterprising fund raising for reading stock by the children! Decisions on replenishing stock should orientate around having the correct Hillary Challenge Books, any gaps in colour bands that are significant for the needs of the year group, and making sure current quality texts are available. Shortlists of major book awards (like Costa and Carnegie) should be mined as a starting point with the children choosing titles as well.

Banded Books- for Beginning and Developing Readers. KS1 (some KS2)

The KS1 corridor. This is the main stock for KS1 and provides support for KS2 readers as , on the whole, the books are scheme books that will be shorter than the novel length than we are ideally wanting our children to access.

Hillary Challenge Texts – KS2

The Hillary Challenge Texts have originated to meet two needs. Firstly, we were aware that the children as they moved through KS2 did not have access to an ever increasingly difficult range of texts, were kept on scheme readers without building independence, and were not focussed on developing stamina for reading longer texts, or speed for reading more complex texts. They have been selected by the thought “what should every child have read before leaving Primary School” and then categorised by a Lexile Text Complexity Scale. Within each colour band there are texts from before the 1960s, between the 60s’ and 2000, Post 2000 and books which are part of a series. They will be reviewed Triennially. The List of Challenge Texts can be found in Appendix C

Partnerships and Working with Home

Parents and carers are strongly encouraged to be actively involved in their children's reading routines at all ages by listening to their children read, reading to their children, and by promoting a home environment where books are valued. Information sessions are also provided for parents of pupils in the Foundation Stage, where parents are advised on ways of supporting their child's reading through an introduction to Letters and Sounds and the different strategies used in school to support with this. Every child is provided with a home school reading diary which includes key

information and prompts for supporting their child with reading at home. All reading activities are recorded in the diary to share feedback and next steps in moving their learning forwards.

Home School Books/ Reading Logs

The Home School Book changes purpose and use as it develops through the school. Initially it is very much a means of communication between teacher and parent and then evolves into a diary that the pupil uses for themselves. Different year groups have slightly different needs here and further description can be found under Recording Reading.

As a Reading Log it needs to be used constructively & developmentally for the purposes of giving feedback, learning tips and techniques for the learning of reading. At least once a week there should be some constructive input eg

- a tricky word to revise,
- a digraph to practice,
- a skill to rehearse like 'Segment then blend', or 'Re-read once solved'.

As the children get older this may be an observation, a recommendation, a dialogue about a book.

Volunteers in School

We actively encourage volunteers to work within school with a particular emphasis on supporting with the development of reading. Volunteers complete a short induction process in order to ensure that they understand the ways in which we teach reading and the ways in which they can support with this. We also discuss the ways in which they can work with the children in order to ensure safeguarding and forming working relationships with the children. Volunteers report to the class teacher in which the arrangement has been established and communicate all work completed and any concerns to them.

Recording

Foundation 2

Children are introduced to reading folders within Foundation 2 and all have two books sent home for the week along with their reading log. Children have a guided reading session and read 1-1 with a member of staff every week. Staff hold a reading record file for each child which includes a log of reading completed and a Book Band Progression to Objectives guide. Staff assess the child's current reading ability and identify next steps using this alongside the 'techniques and strategies' picture prompts. Staff communicate strengths and next steps to parents in Reading Logs.

Progression in phonics and assessments made within each Phonic Phase determines which books the children are on through Pink, Red and Yellow Book Bands. PM

Benchmarking is used as a tool towards the end of FS2 to help make assessments against the EYFS and help inform progression through book bands from Yellow onwards. Results of the benchmarking are kept within the child's reading record file. Children are encouraged to participate in reading at home through the Caterpillar Reward System.

Updated

Key Stage 1

Depending on the children's ability, in general teachers will aim to hear all children read once a week during guided reading and individually every two weeks. Teachers will record reading comments on an individual reading record kept in the classroom. Reading comments are taken from the Techniques and Strategies document and the Book Band Progression to Objectives statements for each colour band. Teachers will choose a strategy or statement reflecting the child's strengths and a statement identifying the next steps in their reading development. These comments will then be simplified and recorded in the child's reading log for parents and carers.

As children progress through book bands PM Benchmarking is used to assess whether the child can progress to the next book band. Results of benchmarking is also kept within the child's reading record file.

Lwr KS2

Children will be heard as often as possible and to facilitate and monitor this each class teacher will have Class tick list that is easily accessed by teachers, teaching assistants and volunteers to prioritise who should be heard. Children are listed from top ability to bottom & PP children are also identified.

Reading Logs are used with a Comments sheet with PPI or PI (Positive, Positive, Improve) recorded in a child/parent friendly language. The Reading Log will also have the current Book Band Objectives sheets to be referred to and used by parents.

Book Band Progression Objectives sheets will be in teachers reading monitoring folder to refer to when reading with children and help consider PPI comments.

Techniques & Strategies Reading prompt symbols are referred to and used in class when 1:1 reading and paired. Children have a book mark of these also.

There is a separate reading record to fill in when completing a book - this includes the challenge texts.

To increase children's reading stamina and reflection capabilities (when some children can't manage a full 20 minutes of silent reading) when they've reached their capacity they should be encouraged to reflect on what they've read so far - recorded in reading reflection book. We are trialling this in notebooks and it could have ideas in there for activities the children can do after completing reading.

Uppr KS2

In UKS2, teachers will hear all children read once a week during Close Reading and individually at least once over a two-week period. Teachers and teaching assistants will record reading comments on an individual reading record, based on the Book Band Progression Objectives, which is kept in the class reading folder. Reading comments are taken from the progression statements for each colour band. Teachers will choose a statement reflecting the child's strengths and a statement identifying the next steps in their reading development. Comments will then be recorded in the child's reading log for parents/carers to see. Space is also available for parents/carers to add comments on their child's reading. All children will be encouraged to reflect on their own reading each week to show their reading journey.

Assessment

Assessment of reading can be complex and teachers need to use a wide range of information to support their judgements about children's capabilities in reading.

Age Related Judgements - Eazmag

This is principally how we report children's progress to parents. Because Key Stage assessments are now on a Scaled Score basis, there is now no longer an objective or Standardised statement about how children perform against a standard, just a score relative to their peers. To make this Judgement, teachers will principally use information gained from performance against statements and Early Learning Goals in the EYFS and National Curriculum coupled with children's performance within the Book Banded texts and supportive tests such as NFER.

NFER Tests

These are Nationally standardised tests are conducted at the three assessment points through the year. Each test is slightly different so teachers should rank their children according to raw

score or Standardised Score (***Never an Age Standardised Score***) to help inform them as to the progress of children relative to their class and the National.

Phonics tests

Different tests are used throughout the Letters and Sounds programme to help identify which phonemes the children know and how they are using their skills to segment and blend words. Ultimately these are for progress mapping towards the Y1 national Phonics Screen and subsequent competence at phonics into Y2.

Miscue Analysis

All staff need to be able to 'Miscue' so as to be able to determine the strategies children are using to read, find those that may need reinforcing and determining the level of comprehension children are gaining from their reading. Levelled Miscue Analyses can be found in the **PM Benchmarking** resource. At KS1 and Foundation it is a strategy to help identify the right book band and a slightly more objective method where there is no Standardised test such as NFER. You should run a Miscue when a child appears to be not making the progress that they should and when you need verification in moving a child up a book band. We do this once the children have reached Orange in the Book Band progression, once they are drawing on more skills than Phonic decoding.

Updated

It is easy to get rusty with Miscuing so **all** staff need to build it in to their termly programme.

Dyslexia & Special Educational Needs

All of our classrooms and the ways we teach have to incorporate strategies to support children with neurodiversities. Dyslexia is classed as one of these patterns of neurodiversity and as such has a 'spectrum' of severity. This means that the classroom is made up of individuals with individual needs for learning, and, because the way brains work for sensory apprehension of stimuli and in memory retention, there will be a diverse range of capacity across the class. For some children, these differences make it harder to access the curriculum and especially have an impact on their enjoyment of reading- which is a key motivational factor in our school's policy strategy for improving reading. For some, a Phonics approach is fundamentally necessary, for others it can be a relentless chore of non-achievement. There is an essential importance in creating the right positive environment around the child and assessing in ways that can build a strengths and weaknesses profile so as to build a an effective strategy; always maintaining the highest expectations of possibility for a child.

Some simple strategies that should be deployed in every classroom as a matter of course as actually all children will benefit from them, but if they are not there, Dyslexic children will be marginalised in their access to learning:

- Giving processing and thinking time and supported questioning and additional time for tasks
- Use walls and resources for memory and processing aids-(regularly refer to the Class Clock when doing time / ACE dictionaries/ Multiplication Squares/ word banks work prompts)
- Writing in different colours for different lines to help visual location
- Support memory for routines- have tick lists,
- Support individuality and difference – never criticise children- praise effort
- Think Multisensory and dual coding for memory eg "Look Say Play /Cover/ Write /Check" for a spelling routine
- Have songs and, rhymes for routines in work (To make Mr Guest Happy Today, Add up your Units straight away)
- Quiet classrooms to aid concentration

- Reading aids- encouragement to use pointing finger, bookmarks used as 'line keepers', overlays, larger print formats and not black and white
- Supportive Paired/ reciprocal reading strategy
- Seat children so that they have good access to the Teacher's board and are in Kagan Grouping to ensure spelling or reading outcomes aren't dictating learning capacity.

Dyslexia is known as a Specific Learning Difficulty (SpLD). A judgement will be made as to the severity of the need and whether the child needs the further provisions of the special Needs Code of Practice.

Resources

Documents in School:








Techniques & Strategies – Visual Paired Reading Support Prompts for KS1
 Seven Strategies for Reading- KS2
 Reading Objectives (from Switch On Reading Recovery Folder)
 Guided Reading Prompting Guides- Fiction/ Non-Fiction
 Book Band Colour Spine
 Miscue Analysis -PM Benchmarking
 Letters and Sounds- Jolly Phonics, Phonics Play
 Dandelion launchers & Readers + Teaching Support folders
 Phonic Medium term Plan for Teachers
 Dyslexia Gold




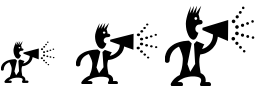







Updated

Professional Reading

Great Habits Great Readers – Bambrick-Santoyo
 Rhoda Wilson- <https://misswilsonsays.wordpress.com/about/>
 Power of Reading

Techniques & Strategies – Visual Paired Reading Support Prompts for KS1

Before (2 mins)	Reading (6 mins)	After (2 mins)	Swap
Retell so far Predict	Support Strategies	Retell Reflect	
<i>What's this book about?</i>	<p>Pointy Finger </p> <p>Sound it out </p> <p>.....XX.....  Read on- check back</p> <p> Re-read - fresh run up</p> <p> Hint, Don't Tell</p>	<p><i>What happened on this page?</i></p> <p><i>Are you enjoying the book?</i></p> <p><i>Why did <u>x</u> do y?</i></p> <p><i>I'm not sure I understood this page- can you explain it?</i></p>	 

Starting points	Pointy Finger 	First letter sound  start	Make sense  Listen to yourself
Using Phonics	Sound it out 	Chunk it up Cover over  difficult	Try a different vowel sound a A, e E, i I, o O, u U
Using Meaning	 Re-read - new run up	Look at the picture. What's the book about? 	Read on- check back XX.....
Other helps	Story voice 	Re-read once solved XX.....XXXX.....XXX 	Hint, Don't Tell 

Appendix B- Text Complexity Matters

NC Age Related Expectation	Challenge Texts for Text Complexity (KS2)	Book Band Colour	PM/ RR Book Levels	Letters and Sounds phases	Typical Text	Prompting Guide	Approx Lexile Level	
Dev 22-36 P5		LILAC(notBookBand)						
Sec 22-36								
Ent 30-50 P6		PINK 1	(1,2) <5	2		A >50L	BR-70	
Dev 30-50								
Sec30-50								
Ent 40/60 P7		RED 2	(3,4,5)	3		B 50-100L	BR-70	
Dev 40/60			5					
Sec 40/60 P8							C 100-150L	100
ELG/ GLD Secure yellow		YELLOW 3	(6,7,8)	3/4			200	
Y1 Enter Aut		BLUE 4	(9,10,11) 5½ -	4/5		D 150-250L	200	
Y1 Dev Spr		GREEN 5	(12,13,14) 6	5			250	
		ORANGE 6	(15,16) 6		5/6		E 250-320L	300
Y1 Sec Sum		TURQUOISE 7	(17,18) - 6½				F 320-380L	350
Y2 Ent Aut		PURPLE 8	(19,20) 7 -7½	6		G 380-450L	400	
Y2 Dev Spr		GOLD 9	(21, 22)				H 450-500L	450
Y2 Sec Sum		WHITE 10	7½				I 500-600L	500
Y3 Ent Aut		LIME 11	(23,			J 600-700L	600	
Y3 Dev Spr	White L2 LKs2 Challenge Texts		24) 8					
Y3 Sec Sum	Lime L1 LKs2 Challenge Texts	BROWN 12	(25/26) 9			K 700-800L	700	
Y4 Ent Aut	Lime L2 LKs2 Challenge Texts	GREY 13	(27) 9 ½					
Y4 Dev Spr	BG L1 LKs2 Challenge Texts			- 10				
Yr4 Sec Sum	BG2 /DB L1 LKS2 Challenge Texts	DARK BLUE 14	(28) 10 -11			L 800-900L	800	
Y5 Ent Aut	DB L1 UKs2 Challenge Texts	KS2RED 15						
Y5 Dev Spr	DB L2 UKs2 Challenge Texts							
Y5 Sec Sum	Red L1 UKs2 Challenge Texts			(29)11+			M 900+	900
Y6 Ent Aut	Red L2 UKs2 Challenge Texts		32				1000	
Y6 Dev Spr	Red L3 UKs2 Challenge Texts							
Y6 Sec Sum	Red L4 UKs2 Challenge Texts		33					
KS3		Black	34				1100	

Appendix C The Hillary Challenge Texts -Books in red to be phased out in next series update

		Lower KS2 Challenge Texts - Series 2			
		Check your shelves- How many have you got?		Which do you need?	
White	500	W1	Cliff Hanger Jaqueline Wilson Cool Micahel Morpurgo	The Julian Stories Anne Cameron Marvin Redpost Louis Sachar	Why Not / It's not Fair Bel Mooney Dirty Bertie -Pants Alan Macdonald
	550- 575	W2	Flat Stanley Jeff Brown George Speaks Dick King Smith	Superfudge Judy Blume Diary of a Killer Cat Anne fine	The Man Whose Mother Was a Pirate Margaret Mahy Sleeping Ugly Jane Yolen
Lime	600	L1	Fantastic Mr Fox Roald Dahl Judy Moody Megan McDonald	The Magic Faraway Tree Enid Blyton Little Wolf's Book of Badness Ian Whybrow	The No 1 Car Spotter Atinuke Betsy Biggalow is Here Malorie Blackman
	650	L2	Spiderwick Chronicles Tony DiTerlizzi I Know What You Did Last Wednesday Anthony Horowitz	The Tale of Peter Rabbit Beatrix Potter Famous Five Enid Blyton	Igraine the Brave Cornelia Funke The Fire Within Chris d'Lacey
Brown/Grey	700	BG1	Charlotte's Web EB White Bill's New Frock Anne Fine	Beast Quest Adam Blade I Was A Rat Phillip Pullman	The Unforgotten Coat Frank Cottral Boyce The Lemonade War Jacqueline Davies
	750	BG2	The Iron Man Ted Hughes The Indian In The Cupboard Lynne Reid Banks	Little House on the Prairie Laura Ingles Wilder The Secret Garden Frances Hodgson Burnett	Drizzle Kathleen van Cleve The Ark Plan- Edge of Extinction Laura Martin
Dark Blue	800	DB1	The Borrowers Mary Norton Charlie & Chocolate Factory Roald Dahl	Winnie The Pooh AA Mllne The Lion, the Witch & the Wardrobe CS Lewis	Little Leap Forward Guo Yue London Eye Mystery Siobhan Dowd
	850	DB2	Pippi Longstocking Astrid Lindgren Harry Potter & the Philosopher's Stone JK Rowling	The Adventures of Charlie Small Charlie Small Diary of A Wimpy Kid Jeff Kinney	Tall Story Candy Gourlay Finn Family Moomintroll Tove Janesson
Red	900	R1	The Railway Children E Nesbit	Forbidden Library Django Wexler	How Train Your Dragon Cressida Cowell

		Upper KS2 Challenge Texts- Series 2			
		Check your shelves- How many have you got?		Which do you need?	
Brown/Grey	700	BG1	Wreck Of Zanzibar Michael Morpurgo Krindlekrax Phillip Ridley	Beyond the Deepwoods Paul Stewart Unreal Paul Jennings	Journey to Jo'Burg Beverley Naido Sparks Ally Kennen
	750	BG2	A Long Walk to Water Linda Sue Park Blitz Cat Robert Westall	Coraline Neil Gaiman A Wrinkle In Time Madeline L'Engle	Five Children on the Western Front Kate Saunders Cow Girl Giancarlo Germin
Dark Blue	800	DB1	Grandpa Chatterji Jamila Gavin Alex Rider Anthony Horowitz	Holes Louis Sachar Demon Dentist David Walliams	Carrie's War Nina Bawden Saffy's Angel Hillary Mckay
	850	DB2	Millions Frank Cottrell Boyce Stig of the Dump Clive King	The Wind Singer William Nicholson Journey to the River Sea Eva Ibbotson	Ink Heart Cornelia Funke A Nest of Vipers Catherine Johnson
Red	900	R1	Wonder RJ Palacio The Silver Sword Ian Serrailer	Hugo Cabret Brian Selznick The Box of Delights John Maesfield	The Lie Tree Frances Hardinge One Crazy Summer Rita Garcia Williams
	925	R2	Smith Leon Garfield The Dark is Rising Susan Cooper	Anne of Green Gables LM Montgomery 1001 Arabian Nights Geraldine McCaughren	The Mystery of the Clockwork Sparrow Katherine Woodfine A Single Shard Linda Sue Park
	950	R3	Heidi Johana Spyri The Adventures of Tom Sawyer Mark Twain	Northern Lights Phillip Pullman Treasure Island Robert Louis Stevenson	Blabbermouth Morris Glietzman The Deadly Seven Garth Jennings
	975	R4	Wonderful Wizard of Oz Frank L Baum The Hobbit JRR Tolkien	Wolves of Willoughby Chase Joan Aiken Mortal Engines Phillip Reeve	The Phoenix & The Carpet E Nesbit Higher Power of Lucky Susan Patron
	1000	R5	The Jungle Book Rudyard Kipling Curse of the Night Wolf Paul Stewart	The Phantom Tollbooth Norton Juster The Boy in Striped PJ's John Boyne	The Mysterious Howling Maryrose Wood
Beyond Red	1050	R7	Around The World in 80 Days Jules Verne Beowulf Michael Morpurgo	The Hound of the Baskervilles Arthur Conan Doyle The Fall Of Fergal Philip Ardagh	The Wheel of Surya Jamilla Gavin Anne Frank's Diary
	1075	R8	Eagle of the Ninth Rosemary Sutcliffe Little Women Louisa May Alcott	War Of the Worlds HG Wells The Wizard of Earthsea Ursula K L Guin	Rooftoppers Katherine Rundell
	1100	R9	Moonfleet JM Faulkner Swiss Family Robinson Johan David Wyss	Oliver Twist Charles Dickens Call of the Wild Jack London	Under the Green Hill Laura L Sullivan

Appendix D Reading – A Typical Day

Registration	Silent Read	As children come in a calm start to the day is ensured with a predictable routine- get your book out and read. Other activities may be occurring- responding to feedback, learning spelling. 1 or 2 children could be reading out loud over the teacher's shoulder whilst they complete registration and administration of the day. Collect Caterpillar or Wizard Points
1 st Lesson	Phonics	Quick paced memory based learning ending with application of skill.
	Maths	Shared read of the Steps to Success criteria focussing on a high level usage of vocabulary
Break	Fuzzy Club	For those that need to catch up on some reading time or want to stop in from break- Question – Punishment/ non-negotiable/ What outcome are we after by doing such.
2 nd Lesson	Carouselling Group Read/ paired read/ guided read/ Individual	- a regular routine that the children should be given as much organisation of as possible. Complete Home/school log for 6 pupils from Guided group
	Shared read	As intro to English lesson, Shared read a portion of text
	Interventions	TA's may withdraw specific children for specific interventions such as Switch On
Lunch		Book monitors tidy shelves (and find books they may never have seen before)
3 rd Lesson	Silent Read	As children come in a calm start to afternoon is ensured with a predictable routine- get your book out and read- as teacher mops up the blood and sweat from Lunchtime
	Volunteer	Extracting pupils for 10-15 mins each child to give individual practice
4 th Lesson	Story Time	
	Dismissal	Exit ticket – children do not leave room without their reading book and reading record in hand.

Strategies we use to help us understand and enjoy reading.

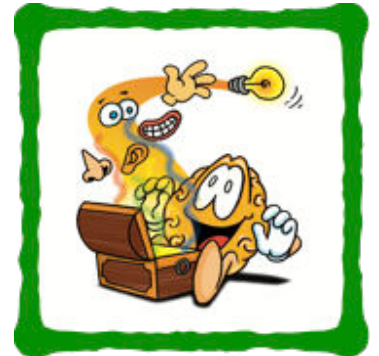
As we read, we:



Make Links from Background Knowledge



Predict & Ask Questions



Visualise



Think Like A Detective



Notice when breaking down...

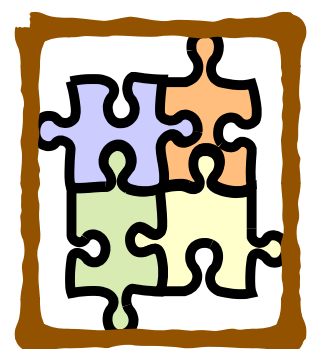


...and use tools to fix it.

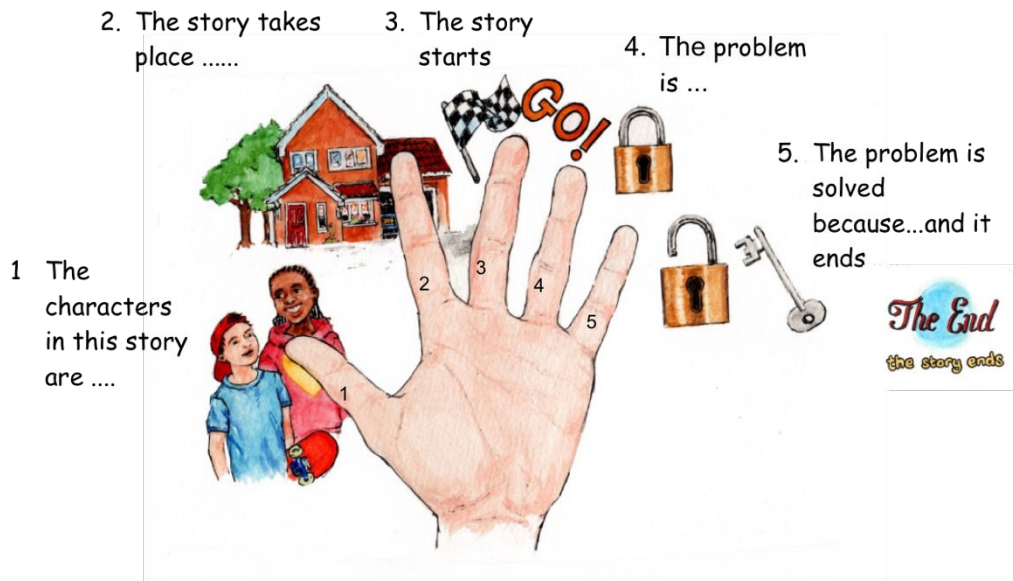
Look out for VIP words, phrases & ideas



Piece together the 'Gist'



Re-telling A Story



1. Characters 2. Setting 3. It starts... 4.The problem is 5. It is solved because....and the story ends

A Schema for understanding Character and its relationship with Plot

An author shows us CHARACTERS by what they-

