

## Reading

Core skill	What techniques, approaches and resources we use to teach this?	Interventions in place to support children who are not able to achieve this through quality first teaching;	Barriers to learning this skill	Strategies in place to overcome these barriers.
<p><b><u>Beginning Reader</u></b></p> <ul style="list-style-type: none"> <li>• I have favourite books that I like to share.</li> <li>• I join in with nursery rhymes, poems and rhyming texts.</li> <li>• I enjoy listening to and joining in with stories.</li> <li>• I know how to handle a book.</li> <li>• I know that print has meaning and it goes across the page from left to right.</li> </ul>	<p>High quality texts at the centre of the English curriculum</p> <p>Daily story times and singing.</p> <p>EYFS continuous provision – books, storytelling resources.</p> <p>Read, write, inc phonics programme.</p> <p>Quality first English teaching.</p> <p><b>Fantastic Foundations approach to exploring a</b></p>	<p>Targeted Guided Reading</p> <p>Provision in the classroom</p>	<p>Children not reading at home and not having access to books.</p> <p>Little experiences of text</p>	<p>Children will be given key texts (Need To Read) to take home and will be encouraged to read through a class sharing book, alongside their fully decodable book bag book.</p>

<ul style="list-style-type: none"> <li>• I engage in early phonological activities such as exploring environmental and instrumental sounds.</li> <li>• I can recall and re-enact some familiar stories.</li> </ul>	<p><b>text.</b> High frequency words being sent home.</p>			
<p><b><u>Early Reader</u></b></p> <ul style="list-style-type: none"> <li>• I can tackle known and predictable texts with growing confidence.</li> <li>• I am beginning to make sense of what I read by using some key language and illustrations.</li> <li>• I am interested in a wider range of texts.</li> <li>• I can read some high frequency words.</li> <li>• I am beginning to understand 1:1 correspondence between phonemes and graphemes.</li> <li>• I know how to blend</li> </ul>	<p>High quality texts at the centre of the English curriculum</p> <p>Read, write, inc phonics EYFS – Continuous provision</p> <p>Quality first teaching of reading.</p> <p>Fully decodable texts. Daily Story Times</p> <p>Targeted Guided reading groups.</p>	<p>1:1 phonics</p> <p>Targeted phonics</p> <p>Targeted phonics taught by a designated phonic teacher.</p> <p>High Frequency words practised routinely</p>	<p>Children not reading at home and not having access to books.</p> <p>EAL</p> <p>SEN</p> <p>Poor Spoken Language</p>	<p>Children will be given key texts to take home and will be encouraged to read through a “Need To Read” book, alongside their decodable book bag book..</p> <p><b>Early Language Acquisition project</b></p> <p><b>Classes for EAL Parents</b></p>

<p>and segment for reading.</p> <ul style="list-style-type: none"> <li>I can express my likes and dislikes with reasons.</li> </ul>				
<p><b><u>Developing reader</u></b></p> <ul style="list-style-type: none"> <li>I am showing interest in a growing range of reading material (including poetry, Non Fiction and digital print)</li> <li>I can rapidly recall all 44 grapheme – phonemes.</li> <li>I can recognise alternative graphemes for known phonemes and alternative pronunciations.</li> <li>I can read common suffixes and contractions.</li> <li>I can read age appropriate high frequency words on</li> </ul>	<p>High quality texts at the centre of the English curriculum  Read, write, inc phonics programme.  Quality first teaching of reading.  Fully decodable texts  Daily Story Times  Targeted Guided reading groups.  Spelling and Grammar teaching.  Regular screening and RWI assessments.</p>	<p>1:1 phonics  Targeted phonics  Targeted phonics taught by a designated phonic teacher.  High Frequency words practised routinely</p>	<p>Children not reading at home and not having access to books.  EAL  SEN  Poor Spoken Language  Lack of Personal Experiences to draw upon</p>	<p>As above  Experiences in school for children (trips, experience days)  Building vocabulary in school</p>

<p>sight.</p> <ul style="list-style-type: none"> <li>• I can draw on personal connections to the text.</li> <li>• I can make connections between texts.</li> <li>• I can evaluate books.</li> <li>• I am developing my fluency for reading.</li> </ul>				
<p><b><u>Moderately fluent reader</u></b></p> <ul style="list-style-type: none"> <li>• I can read with confidence for a sustained period of time.</li> <li>• I can break down words of more than one syllable into manageable chunks to help me decode more effectively.</li> <li>• I am showing a growing enthusiasm for reading and making choices about what I read.</li> <li>• I am beginning to engage in discussions about texts including</li> </ul>	<p>High quality texts at the centre of the English curriculum</p> <p>Quality first teaching and appropriate questioning.</p> <p>Opportunities for independent/shared and guided reading/</p> <p>Book Talk Sessions/Comprehension Express</p> <p>Daily Reading</p>	<p>Quick Reads- children work in targeted reading groups practising fluency and comprehension.</p> <p>Targeted Book Talk teaching and groups</p>	<p>Lack of fluency</p> <p>Boys- not enjoying books in school</p> <p>Confidence</p> <p>Gaps in Phonic Knowledge</p>	<p>More regular and robust Book Talk sessions</p> <p>More opportunities for non-fiction texts</p> <p>Adults trained in teaching fluency</p> <p>Focus on vocabulary meaning and understanding</p> <p>Fresh Start Intervention</p>

<p>sharing my opinion and listening to others.</p>	<p>Ensuring there is a well-stocked, inviting and accessible reading environment, including a growing variety of texts.</p> <p>Get Spelling</p> <p>Personal Reading Journals</p> <p>Reading for purpose and pleasure</p> <p>High quality texts at the centre of the English curriculum</p>			
<p><b><u>Fluent Reader</u></b></p> <ul style="list-style-type: none"> <li>• I am confident to read a familiar text.</li> <li>• I am able to read more demanding texts for a longer period of time.</li> <li>• I am able to read with expression and the correct pace.</li> <li>• I am able to read</li> </ul>	<p>High quality texts at the centre of the English curriculum</p> <p>Quality first teaching and appropriate questioning.</p> <p>Opportunities for independent/shared and guided reading</p>	<p>Targeted Book Talk groupings</p> <p>Quick Reads Intervention</p> <p>Extra Reading 1:1 with an adult</p> <p>IXL</p>	<p>Eal</p> <p>Narrow preference in genres</p> <p>Lack of interest and stamina for Reading</p> <p>Gaps in phonic knowledge</p>	<p>Consider current reading resources in school</p> <p>Targeted intervention groups with Teacher modelling.</p> <p>Fresh Start intervention</p>

<p>silently and monitor my own reading.</p> <ul style="list-style-type: none"> <li>• I am able to read fluently without relying on phonics.</li> <li>• I can self-correct when I read.</li> <li>• I can discuss various texts with a growing understanding.</li> <li>• I can use reading to support my learning across the curriculum.</li> <li>• I am receptive to the views of others and can discuss the impact of a text.</li> </ul>	<p>Book Talk Sessions/Comprehension Express</p> <p>Daily Reading</p> <p>Reading for different purposes</p> <p>Cross-curricular Reading</p> <p>Reading is embedded throughout the curriculum</p> <p>Echo Reading</p> <p>A series or collection of High Quality texts made available</p> <p>Silent Reading</p> <p>More Teacher Modelling of Reading</p>			
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<p><b><u>Experienced Reader</u></b></p> <ul style="list-style-type: none"> <li>• I am an avid reader.</li> <li>• I am comfortable with reading both silently and aloud to others (with expression)</li> <li>• I am able to cross check and gather evidence from a range of places to support a viewpoint.</li> <li>• I have developed strong reading preferences, showing an interest in new authors and genres.</li> <li>• I can recommend books to others based on their reading preferences.</li> <li>• I can ask questions to enhance my understanding of the text.</li> <li>• I can make comparisons within and across different texts.</li> <li>• I am beginning to show and understanding of</li> </ul>	<p>High quality texts at the centre of the English curriculum</p> <p>Quality first teaching and appropriate questioning.</p> <p>Opportunities for independent/shared and guided reading</p> <p>Book Talk Sessions/Comprehension Express</p> <p>Daily Reading</p> <p>Reading for different purposes</p> <p>Critique of books and authors</p> <p>Comprehensions skills</p>	<p>Currently none</p>	<p>Narrow preference in genres</p> <p>Lack of interest and stamina for Reading</p>	<p>Resources used in school</p> <p>Rich Texts</p> <p>Various Genres</p> <p>Various Authors</p>
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<p>techniques used by authors, including being able to read between the lines.</p> <ul style="list-style-type: none"> <li>I can justify my inferences with evidence.</li> </ul>	<p>modelled and taught by adults</p> <p>Silent Reading</p> <p>Personal Reading journals</p> <p>Get Spelling</p> <p>Peer recommendations and evaluations through formal and informal book reviews</p>			
<p><b><u>Independent Reader</u></b></p> <ul style="list-style-type: none"> <li>I am self-motivated, confident and experienced with reading.</li> <li>I can explain my reading preferences.</li> <li>I am capable to tackling demanding texts.</li> <li>I can cope well with the reading of the wider curriculum.</li> <li>I read thoughtfully and</li> </ul>	<p>High quality texts at the centre of the English curriculum</p> <p>Quality first teaching and appropriate questioning.</p> <p>Opportunities for independent/shared and guided reading/</p>	<p>Currently none</p>	<p>Lack of motivation and lack of enjoyment in Reading</p>	<p>Reading resources</p> <p>Reading environments</p> <p>Reading experiences in school</p> <p>Opportunities to work with peers on the same level of Reading</p>



<p>appreciate shades of meaning.</p> <ul style="list-style-type: none"> <li>• I can locate and retrieve information from a variety of sources in order to research a topic and present information.</li> <li>• I can distinguish between fact and opinion.</li> <li>• I can make predictions based on details stated and implied.</li> <li>• With encouragement I can think critically about what I read and what the writer has to say.</li> <li>• I can begin to notice the effect that writing has on me as a reader.</li> <li>• I can comment on how organisational structures and language are used to contribute to meaning and how</li> </ul>	<p>Comprehension Express</p> <p>Book Talk Sessions- discussing themes, critiquing author intent, evaluating books</p> <p>Daily Reading</p> <p>Reading for different purposes and pleasure</p> <p>Critique of books and authors</p> <p>Comprehensions skills modelled and taught by adults</p> <p>Debates</p> <p>A series or collection of High Quality texts made available-including contemporary and classic books</p>			
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<p>this impacts on the reader (including figurative language)</p> <ul style="list-style-type: none"> <li>I can express a personal opinion and challenge the opinion of others that may differ from my own.</li> </ul>	<p>Teacher recommendations- to challenge readers to read texts they would not self-select across a range of formats</p>			
<p><b><u>Mature, Independent Reader</u></b></p> <ul style="list-style-type: none"> <li>I can read enthusiastically and have a strong established taste across a range of genres and reading materials.</li> <li>I enjoy pursuing my own reading interests and demonstrate familiarity with a wide range of books.</li> <li>I can handle a wide range of texts including some young adult texts.</li> <li>I can recognise that different kinds of texts</li> </ul>	<p>High quality texts at the centre of the English curriculum</p> <p>Quality first teaching and appropriate questioning.</p> <p>Opportunities for independent/shared and guided reading</p> <p>Book Talk Sessions- <i>Nurture the skills of reflections and constructive criticism,</i></p>	<p>Currently none</p>	<p>Not exposed to various authors and genres</p> <p>Not exposes to rich and demanding texts</p>	<p>Reading resources</p> <p>Reading environments</p> <p>Reading experiences in school</p> <p>Opportunities to work with peers on the same level of Reading and to be questioned by CT</p>

<p>require different styles of reading.</p> <ul style="list-style-type: none"> <li>• I can identify the effect of a text on the reader with some explicit explanation as to how that effect has been created.</li> <li>• I can identify themes through discussion.</li> <li>• I am able to evaluate evidence drawn from a variety of information sources.</li> <li>• I can explain and discuss my understanding in a variety of ways (for example cross curricular presentations, writing)</li> <li>• I am developing my critical awareness through analysing how the language, form and structure are used by a writer to create</li> </ul>	<p><i>presenting opposing viewpoints</i></p> <p>Daily Reading</p> <p>Reading for different purposes</p> <p>Critique of books and authors</p> <p>Comprehensions skills modelled and taught by adults</p> <p>Debates</p> <p>Justified Recommendations</p> <p>A series or collection of High Quality texts made available-including contemporary and classic books</p>			
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<p>meanings and effects.</p> <ul style="list-style-type: none"><li>• I am developing my appreciation of how particular techniques and devices achieve the effects they do.</li><li>• I am more able to question/admire aspects of content, form and function.</li><li>• I realise that some texts contain elements of prejudice and can criticise this.</li></ul>				
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