



Reading Implementation.



Every child has the right to access a world-class education. We exist to empower, enable and inspire children to achieve their every potential through exceptional teaching, innovative approaches to learning, and a community-oriented approach to meeting learners' needs

SAFE	HERE	INSPIRED	NEIGHBOURLY	EXCELLENT
Progression	Assessment	Enquiry-Led	Differentiation	Planning
<p>How EYFS prepares children for the National Curriculum.</p> <p>Children are introduced to Phase 2 phonics in the starting weeks in Reception. Children are assessed and placed in streamed groups according to need and ability.</p> <p>A range of books are made available to children through provision which link to the current topics. Areas focussed on phonetical awareness are a part of every day provision. Reading areas are also resourced with topic-based books. The environment reflects the level of priority Reading has at Castercliff.</p>	<p>How we assess key elements.</p> <p>Children in KS1 who are still accessing phonics are assessed in accordance to the child's phonics phase. Home Reading books are matched to the week which they are being taught in their specific phonics group.</p> <p>Phonics Tracker is used to assess children's knowledge of phonemes and their ability to blend their phonemes together. As we follow the Red Rose Phonics scheme, consolidation weeks are included to provide opportunities for informal assessments and teachers respond to this</p>	<p>How opportunities planned are for.</p> <p>Reading topics have planned for opportunities that allow children to practice and develop their questioning skills.</p> <p>Through our Guided Reading structure, which is followed from Year 2 to Year 6, VIPERS are used to provide structure and ensures coverage of the different skills in reading. The structure goes as follows:</p> <p>Monday – Vocabulary Tuesday – Guided questions using a range of VIPERS. Wednesday – Oracy</p>	<p>More Able learners</p> <p>In Reading at Castercliff, we have adopted a mastery style approach. When planning Guided Reading, we plan to needs of the more able learners and scaffold support where needed. We aim to use a range of text styles which are of a high quality. In KS2, we also aim to include classic texts which provide the opportunity to explore language and vocabulary which the children may not have been exposed to before.</p> <p>Deeper Learning challenges are also made available to the children if they have completed the</p>	<p>Long Term Plans</p> <p>Long term planning is used to ensure that Reading fits into a broader topic and promotes links between various strands of learning. Reading planning ensures that the learning is layered through the year, ensuring that prior knowledge and skills facilitate positive starting pints and good attainment in current learning. Subject leader mapping ensures Reading progression through the year groups.</p> <p>A structure is followed in Guided Reading (Year 2</p>

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Moving from Reception into KS1

Guided Reading is introduced in Summer Term. VIPERS will have been referenced to prior to Guided Reading beginning in preparation for a carousel style approach. Most children will have completed Phase 3 and 4 and will be ready to progress onto Phase 5 at the beginning of Year 1. If children have not yet consolidated the earlier phases, this is taken into consideration when grouping children for phonics once they have moved into KS1.

EYFS and KS1 have a joint reward scheme which is consistent through these year groups. Therefore, the love of Reading is embedded in preparation for the move to KS1.

data. This may lead to children moving Phonics groups or more intervention may be put in place.

Children are assessed against the Reading target cards which is where the learning objectives are taken for the Guided Reading sessions.

The assessment headings for Reading are:-

- Beginning
- Within
- Secure
- Greater Depth

Reading is teacher assessed but can also be supported to the children results from Reading assessments completed on Star Reader. This provides teachers with the reading age for each child and also highlight children who may need intervention.

Thursday – Independent VIPERS questions.

Friday – Inference and Explanation

In our Wednesday sessions, we have a strong emphasis on developing the children's Oracy skills through a range of activities such as role play, debates, hot seating etc. This therefore supports the development of the children's questioning skills.

Questioning is also evident through First Quality Teaching. The children are encouraged to question their responses to deepen their understanding of texts.

Teachers and TAs have received training to question children's understanding of a text to ensure the children are accessing what they are reading.

set task for the Guided Reading session.

If a child has completed the book level for their year group, they are then encouraged to explore books of their own interest to promote the love of reading.

– Year 6) to ensure full coverage of comprehension skills.

Guided Reading Structure

Monday – Vocabulary

Tuesday – Guided questions using a range of VIPERS.

Wednesday – Oracy

Thursday – Independent VIPERS questions.

Friday – Inference and Explanation

Teachers use a structured lesson plan which sets out the structure of the week to ensure consistency through year groups.

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	<p>Set out in the Guided Reading lesson plans are the targets for the year group and how these can be met through the use of the VIPERS.</p>	<p>We have also provided support for parents about how questioning can be used effectively when supporting their child at home when reading.</p>		
<p>Explicit Examples of Progression</p> <p>Staff have been provided with a VIPERS progression documents which shows how the different strands of comprehension should develop through the year groups. See example below:</p> <p><u>Inference</u></p> <p>In Year 3, a child should be able <i>to ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and</i></p>	<p>What Formative assessment takes place in Reading.</p> <p>Quality First Teaching is a major fact in role of formative assessment in Reading. This occurs during Guided Reading sessions and through listen to the children read their home reading books. Next step marking is also used in Guided Reading sessions to deepen the children's understanding of what they have read. This also provides the opportunity clear up misconceptions from the lesson.</p>	<p>Enquiry in Reading promotes questions about people, society, environment and the planet. As these skills develop further enquiry opportunities allow learners to explore place and space, investigating the great differences in cultures, political systems, economies, landscapes and environments across the world, and explore the links between them.</p>	<p>SEND</p> <p>We ensure that children with SEND are provided with equal access to a broad and balanced Reading curriculum, that is appropriate to an individual's special educational needs.</p> <p>Learning materials, teaching methods and learning experiences are differentiated according to need. Class Teachers ensure that those activities are stimulating and challenging and promote the best</p>	<p>Medium Term Plans</p> <p>For each unit taught, the Medium-Term plan will identify prior learning, establish the vocabulary to be taught, key knowledge and key skills. It will identify the progression of the skills and knowledge through the topic, enabling children to make links to prior learning and understand how future learning will develop.</p>



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*motives. By Year 6, they should have developed their inference skills so that they can *infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text.**

The importance of prior learning to support current learning

VIPERS

- Vocabulary
- Inference
- Prediction
- Explanation
- Retrieval
- Sequence/Summarise

These skills develop on complexity throughout the year groups. With each year, the skill becomes deeper and more

What Summative assessment takes place in Reading.

Summative assessment takes place for Reading at each data drop for Castercliff. Data is recorded through Target Tracker and can be accessed by SLT and Reading lead.

attainment for each learner.

Children who have not passed their Phonics Screening when leaving KS1 will access Bounceback phonics in KS2.

SEND children who are working behind their age appropriate reading level will be priority readers and will be targeted by the teacher and TA.

Weekly

Weekly planning is used to ensure the necessary detail and coverage is prepared for.



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advanced. Children are prepared from the early stages of Guided Reading in KS1 and should have a secure understanding of the different VIPERS and how these are reflected in different question styles.

SATs style questions are used throughout Guided Reading sessions from KS1 to ensure a higher level of confidence when approached with these in their SATs.

