ENGLISH READING POLICY

Adopted by the Governing Body of Dunkirk Primary School:	
Approval:	Head Teacher June 2023
Review:	June 2025
To be reviewed by:	Steve Parry & Rachael Jurkiw
Committee responsible:	P&PC

1. Introduction

1.1 At Dunkirk Primary School we believe in the fundamental importance of improving reading standards to support and enhance a child's future academic achievement, wellbeing and success in life. The reading and writing of Standard English, alongside proficient language development, is the key to unlocking the rest of the academic curriculum. Fluency of reading is a key indicator for future success in further education, higher education and employment. To this end we have developed a 3-strand approach to our teaching of reading: phonics > fluency > comprehension.

1.2 This document will separate reading into 4 strands; phonics, fluency comprehension and reading for pleasure however the overarching pedagogical principles will remain the same and every lesson will:

1.2.1 Build on in small steps of learning

1.2.2 Support pupils to understand key concepts, presenting information clearly

1.2.3 Check pupils understanding, identifying and correcting misconceptions

1.2.4 Embed key concepts into the long-term memory enabling pupils to apply them fluently

1.3 This policy guides what teachers and support staff do, how time is managed, the organisation of the classroom, the roles of parents and governors, and what the school does to create an effective learning environment. It is not a definitive list but a guide and an outline of expectations.

1.4 This policy should be read in conjunction with the following policies: Teaching and Learning, Feedback and Marking, Assessment and Appraisal.

1.5 As a Leadership team we will:

1.5.1 Ensure that daily reading sessions are prioritised

1.5.2 Strong, school wide routines are rigorously implemented

1.5.3 A validated phonics programme is consistently implemented

1.5.4 Select a literacy lead who is an expert in the chosen phonics programme

1.5.5 Provide effective professional development to support staff

Phonics

2. Intent

2.1 At Dunkirk, we aim to provide high standards and consistency in our teaching of phonics. Our intent is outlined below:

We believe that all children should be successful at and enjoy reading. We aim to close the reading gap amongst pupils by ensuring that all staff have a clear, unified vision of what constitutes quality first teaching in phonics. Our aim, is that all pupils become engaged and fluent readers in the following ways:

About the world	Pupils will be systematically taught the knowledge needed to be successful early readers through daily phonics and phonically decodable readers, as well as the key skills of listening and talking. Progression will take place through a small step approach, incorporating retrieval practice to transfer key knowledge into long term memory. By planning for misconceptions and utilising a range of assessment for learning techniques, all pupils will gain enjoyment of reading through a growing self-confidence in their ability.
Create	Pupils will be taught the skills needed to successfully understand the material they are reading. Explicit teaching of vocabulary, language comprehension and composition will be taught though pupils accessing a broad range of texts. A strong focus on fluent decoding, accuracy and automaticity will ensure that pupils fully understand what they read.
Take action	Staff will promote a love of reading, empowering pupils to develop a curiosity of literature by allowing access to interesting and meaningful reading materials. Carefully chosen stories, regularly read by staff, will provide the medium through which children have the chance to inhabit the lives of those who are like them but also experience the lives of those who are different from themselves.

2.1.1   Through daily, systematic and consistent high-quality phonics teaching, children learn to blend and segment words for reading and spelling. To allow our children to develop a strong phonic awareness and effective blending, decoding and comprehension skills, we have chosen to use a DfE Validated synthetic phonics programme (SSP) called FFT Success for All Phonics from FFT.

3. First Steps to Phonics

3.1   The First Steps to Phonics programme provides a progressive and flexible approach to initial phonics teaching and learning. At Dunkirk, we use the programme to teach phonics skills to two groups of children:

3.1.1   Nursery children to prepare them for phonics in Reception

3.1.2   Children who need a slower pace of learning, have SEND or other needs that prevent them from accessing the FFT Success for All Phonics lessons

3.2   The First Steps to Phonics programme is designed to introduce children gradually to phonics by first embedding phonological awareness before moving on to teaching Grapheme-Phoneme Correspondences (GPCs). The entire autumn term is spent teaching all seven aspects of Phase 1 of Letters and Sounds:

3.2.1   General Sound Discrimination - Environmental

3.2.2   General Sound Discrimination - Instrumental

3.2.3   General Sound Discrimination - Body Percussion

3.2.4   Rhythm and Rhyme

3.2.5   Alliteration

3.2.6   Voice Sounds

3.2.7   Oral Blending and Segmenting

3.3   The aim is that children should become attuned to the sounds around them and start to develop their oral blending and segmenting skills before formal phonics sessions are introduced during the spring term. The programme seeks to reduce the cognitive load for children by gradually introducing more phonics skills during the year. This keeps early sessions short, which is appropriate for young children. It also enables them to understand and master initial skills before moving on to apply them for reading and writing. Throughout First Steps to Phonics, each GPC is taught over 2 days, instead of 1 day as in FFT Success for All Phonics lessons. This provides more opportunity for consolidation, helping children to remember the GPCs they are taught.

3.4   The first 12 weeks of the programme are used to support further provision in Reception as required.

4. Phonics Programme

4.1.1 We maintain fidelity in the implementation of our phonics teaching by using FFT Success for All Phonics which allows the children to learn phonics through a highly structured programme of daily lessons across EYFS and KS1.

4.1.2 Each session gives an opportunity for children to revisit their previous experience, be taught new skills, practice together and apply what they have learned and celebrate their achievements. It follows the teaching principles of:
2.1.3.1 Revisit and Review
2.1.3.2 Teach and Model
2.1.3.3 Practise and Apply
2.1.3.4 Celebrate Achievement and Assess

4.1.3 Time is incorporated to allow for consolidation so that children can secure their skills, knowledge and understanding.

4.1.4 The programme is underpinned by a set of seven core principles designed to support all teachers and children.

4.1.5 Core principles (Further explanation of these principles can be found in Appendix 1):
4.1.5.1 Systematic Progression
4.1.5.2 Regular Assessment
4.1.5.3 Early Intervention
4.1.5.4 Multisensory Approach
4.1.5.5 Co-operative Learning
4.1.5.6 Application of Skills
4.1.5.7 Reduced Workload and Collegiate Approach

4.1.6 The FFT Success for All Phonics Scope and Sequence is set out clearly and provides detailed guidance and support for teachers to plan and deliver high quality lessons (See Appendix 2). A synthetic approach to teaching 'pure sounds' and the skills of segmenting and blending are incorporated into the teaching and learning materials. Lessons are planned so that children build on their skills sequentially and systematically and can be adapted and modified to meet the needs of the children accordingly.

4.1.7 Reading materials have been designed to support rapid and sustained progress and are well-matched to the scope and sequence of the programme. A comprehensive set of 68 decodable shared readers is provided by the programme. A set of 15 'Routes to Reading' books have been designed for Year 2 to continue their rapid and sustained progress and ensure that they are fully ready for a KS2 curriculum. As a school, we have adapted the structure and sequence of lessons based on our own research-based approach in Year 3 and above. Although adapted to meet the needs of younger pupils, it allows a consistent approach between our youngest pupils and KS2 (See Appendix 3 and 4).

4.1.8 Training and support have been provided through both the FFT Success for All Phonics and our own bespoke CPD to meet the needs of staff identified through subject leader monitoring. All staff are given the skills, knowledge and

understanding to deliver high-quality phonics lessons and to achieve strong and sustained pupil outcomes in phonics and early reading and writing.

5. Assessment

5.1   Children are regularly assessed informally by the teacher within the lessons and over a sequence of lessons to ensure they keep up. If children need additional support, they are provided with keep-up sessions to ensure they stay on track with the rest of the class. More formal assessments are completed every half term using FFT's Reading Assessment Programme (RAP) which covers all KS1 assessments including phonics skills, decoding, reading fluency, comprehension and the Year 1 phonics screening check.

5.2   Children who require further additional support (catch-up) are identified using a range of assessment information and will be supported through a variety of approaches based on the needs, age and gaps of the child:

   5.2.1   Daily small group interventions with Tutoring with The Lightning Squad, a reading tutoring programme where pupils work in small groups with a tutor to improve their reading skills. The tutoring activities are designed and structured to improve reading skills, fluency, comprehension, spelling and phonics

   5.2.2   Daily small group interventions with Nessy to support pupils with additional SEND needs

   5.2.3   Daily 1:1 activity focussed on blending and segmenting and phonological awareness

   5.2.4   Catch-up groups for pupils who need to re-visit the learning from that morning to help consolidate and embed the information

5.3   At the end of Year 1 children are statutorily assessed using the Phonics Screening Check. This screening check confirms whether the child has met the appropriate phonics standard and can be used diagnostically to identify areas that need further attention going forward. Children who do not meet the required standard will continue their phonics lessons so that they are ready to retake the screening at the end of Year 2.

Fluency and Comprehension

6. Intent

6.1   At Dunkirk, we aim to provide high standards and consistency in our teaching of Reading. Our intent is outlined below:

At Dunkirk we endeavour to ensure that every child has the opportunity and the desire to be avid, active readers, whose passion and appetite for books is matched by their fluent and accurate ability to read. We absolutely believe that reading is a fundamental life skill that underpins our entire curriculum and is necessary to enhance and enrich the learning experience of each and every child. Within our classrooms, this passion will be nurtured and exemplified by our teaching staff and with learning supported by our working wall classroom displays and the availability of quality texts.

About the world	Our pupils are taught the skill of reading through the use of ability specific texts which cover a range of genres including novels, plays and poetry. Careful thought has been given to ensure that knowledge of reading is taught cumulatively in a small steps approach. The ability to read fluently is understood by all pupils and prioritised by staff who develop pupil's accuracy, speed, understanding and prosody of a text. Emphasis is placed on pupils gaining strong vocabulary knowledge and ensuring they are given the opportunity to memorise and re-visit vocabulary. Our wider curriculum clearly provides the knowledge pupils need to access a range of rich texts, aiding them in their understanding.
Create	Pupils will apply their skills of reading, not only in English, but throughout the whole curriculum and during their own reading time for pleasure. They will be confident in using their reading knowledge to answer a variety of comprehension questions, showcasing their understanding of a given text. We also ensure that reading is an integral part of our curriculum and enables pupils fluent reading and understanding a range of ambitious and complex subject specific texts.
Take Action	To the individual, reading matters emotionally, culturally and educationally; because of the economic impacts within society, it matters to everyone. At Dunkirk, we make a simple promise. Every child will leave our school being able to read to the best of their ability. Alongside the ability to read, staff will foster and nurture a love of reading enabling pupils to explore the world through a wider variety of exciting and engaging texts.

7. Research

7.1   As a school we ensure that we use the most current research to formulate our pedagogical approaches.

7.2   The EEF document 'Improving Literacy in KS2' makes it very clear that to improve outcomes schools must:

  7.2.1   Develop pupil's language capabilities

  7.2.2   Support pupils to develop fluent reading capabilities

  7.2.3   Teach reading comprehension strategies through modelling and supported practice

7.3   **Developing pupil's language capabilities:**

  7.3.1   While pupils may have the decoding skills required to say a word out loud, they will only be able to fully understand what it means if it is already in their vocabulary. Approaches to develop vocabulary can be split into two groups:

  7.3.1.1   Explicit teaching of new vocabulary

  7.3.1.2   Exposure to a rich language environment with opportunities to hear and confidently experiment with new words (this could be considered as implicit teaching of new vocabulary)

  7.3.2   Both approaches should be used and the following points should be considered:

  7.3.2.1   Repeated exposure to new vocabulary is necessary across spoken language, reading, and writing

  7.3.2.2   Pre-teaching and discussing new words can support reading comprehension

  7.3.2.3   Pupils should learn new words as well as how to use familiar words in new contexts
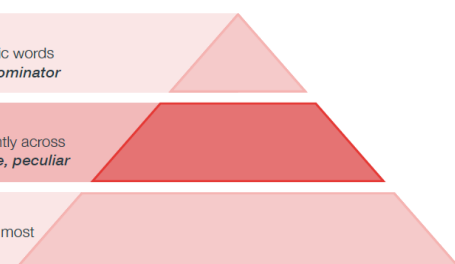
  7.3.2.4   Vocabulary learning should entail active engagement in learning tasks.

Figure 3: Tiered model of vocabulary—adapted from Beck & McKeown (1985)

Tier 3
Less common topic specific words
e.g. *photosynthesis, denominator*

Tier 2
Words that appear frequently across several topics e.g. *emerge, peculiar*

Tier 1
Everyday words familiar to most children e.g. *walk, chair*

7.3.3   When pre-teaching and discussing new words, it is useful for teachers to consider Beck and McKeown's tiers of vocabulary. Explicit teaching may best focus on Tier 2 words, words which can be considered as ambitious, and also those that children are likely to come across in a variety of contexts across the curriculum.

7.3.4   Beck and McKeown suggest these words 'are not the most basic or common ways of expressing ideas, but they are familiar to mature language users as ordinary as opposed to specialised language'.

7.3.5   Teaching vocabulary related to the curriculum content currently being studied can encourage active use of new words, helping to make new vocabulary meaningful and memorable to pupils.

7.4   **Supporting pupils to develop fluent reading capabilities:**

7.4.1   Fluent readers can read accurately, at an appropriate speed without great effort (automaticity), and with appropriate stress and intonation (prosody). A fluent reading style can support comprehension because pupils limited cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.

7.4.2   For this reason, fluency is sometimes described as a bridge from word recognition to comprehension. There are no quick ways to develop reading fluency and most pupils will benefit from being explicitly taught and being encouraged to practise.

7.4.3   The following approaches are well supported by evidence:

7.4.3.1   Guided oral reading instruction—fluent reading of a text is modelled by an adult or peer and pupils then read the same text aloud with appropriate feedback

7.4.3.2   Repeated reading—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency

7.4.4   Actively teaching reading fluency is important for all pupils, with those judged to be struggling likely to benefit from targeted support. When considering targeted support, diagnosis of the specific issues should be the first step before selecting an intervention. For example, it is important to check for weaknesses in decoding or comprehension before concluding that reading fluency should be the primary focus of targeted support.

7.4.5   Most children learn how to decode words in Reception and Key Stage 1. However, pupils are likely to continue to benefit from some phonics work in Key Stage 2 to consolidate their understanding of grapheme phoneme correspondences (the relationships between combinations of letters and sounds). There may also be some children who continue to struggle with decoding and word recognition in Key Stage 2. These children may benefit from additional targeted support.

7.4.6   There is strong evidence that systematic synthetic phonics is an effective approach for teaching pupils to decode, including older pupils struggling with decoding. Where appropriate, and for any/all pupils that join at a later stage of their education, phonics teaching will still be made available to support the learning of reading.

7.4.7   It is important to note that while fluent reading is a key skill that supports comprehension, fluency is not sufficient to guarantee comprehension. Some children become skilled at word recognition while still struggling with comprehension, meaning they may be able to read aloud fluently but struggle to understand what they are reading. Children may find it more difficult to read aloud with appropriate expression and intonation if they are unsure of the meaning of the sentences that they are reading, although children may be able to mimic the expression and intonation of others during shared reading activities.

7.4.8   Fluency can be assessed by listening to pupils read from an appropriate text to inform accurate diagnosis and identify areas where pupils may need further support**.**

7.5   **Teaching reading comprehension strategies through modelling and supported practice:**

7.5.1   Reading comprehension can be improved by teaching pupil's specific strategies that they can apply both to monitor and overcome barriers to comprehension. When used successfully, such strategies can improve pupils' understanding of written texts and ability to infer meaning from context. Where appropriate, these approaches can be combined with phonics activities, or collaborative learning approaches, to develop reading skills.

7.5.2   The following strategies should be modelled and practised to ensure they become embedded and fluent:

7.5.2.1   **Prediction**—pupils predict what might happen as a text is read. This causes them to pay close attention to the text, which means they can closely monitor their own comprehension

7.5.2.2   **Questioning**—pupils generate their own questions about a text in order to check their comprehension

7.5.2.3   **Clarifying**—pupils identify areas of uncertainty, which may be individual words or phrases, and seek information to clarify meaning

7.5.2.4   **Summarising**—pupils describe succinctly the meaning of sections of the text. This causes pupils to focus on the key content, which in turn supports comprehension monitoring. This can be attempted using graphic organisers that illustrate concepts and the relationships between them using diagrams

7.5.2.5   **Activating prior knowledge**—pupils think about what they already know about a topic, from reading or other experiences, and try to make links. This helps pupils to infer and elaborate, fill in missing or incomplete information, and use existing mental structures to support recall

7.5.2.6   These approaches can have a great impact but they are only achievable if the pupils have been enabled to take a greater responsibility for their own learning. To be successful in this requires pupils to independently identify:

7.5.2.7   How the strategy is used

7.5.2.8   Why and when to use the strategy

7.5.3   Developing each of the strategies requires explicit instruction and extensive practice. Evidence-based collaborative activities and approaches, such as reciprocal teaching, which structure interaction with peers, are likely to be beneficial.

7.5.4   These strategies can be introduced in isolation but pupils should also be taught how to integrate combinations of strategies to develop effective comprehension of different texts. The effectiveness of teaching pupils to integrate multiple strategies is well supported by research evidence and this approach is likely to be more effective than relying on single strategies in isolation. It is also crucial to support learners to apply the comprehension strategies independently to a range of different reading tasks, contexts, and subjects.

7.5.5   Structured interventions can be effective for teaching children how to use reading comprehension strategies. Shorter interventions of up to ten weeks tend to be more successful than longer interventions.

7.5.6   Ultimately, the aim is for pupils themselves to take responsibility for automatically using these strategies to monitor and improve their reading comprehension.

8. Dunkirk Fluency Model

8.1   Fluency is mentioned in every year group in the National Curriculum Programmes of study. It is a set of skills that need to be developed incrementally, with developmental appropriateness, at each stage of the primary reading curriculum. Even though Fluency is a prioritised focus in Years 3 and 4, staff in other year groups will use these strategies to support all pupils in becoming fluent readers.

8.2   Due to our phased approach to the teaching of reading, the focus on reading fluency begins in year 3 and continues as the priority area through until the end of year 4. This allows the pupils adequate time and repeated practise to stand a good chance at mastering this vital step on the path to overall reading mastery.

8.3   To ensure that fluency is accurately assessed throughout its teaching, teaching staff and pupils spend time becoming familiar with the reading miscues (see appendix 6). These miscues allow a shared language by which to discuss reading aloud and what areas can be improved and developed by each reader.
8.3.1   Fluency is distinct from comprehension in that it is not about the answering of questions regarding the text being read. Understanding is assessed through peer, class and teacher discussion of the content, prediction and summarisation. To this end, pupils in year 3 and 4 will regularly be recorded reading aloud to monitor progress and help them reflect on their own areas for development.

8.4   The fluency model for teaching (appendix 7) shows how a repeated and cyclical set of activities help to build confidence and clarity around a text.
8.4.1   The sequence is repeated every other week, with only the text itself changing whilst the activities and practice used remain the same. This allows the pupils consistency and through it understanding.
8.4.2   Inherent in the approach is the view that, to teach children to read they must spend as much time reading as they can. This core principle informs the structure of the approach.

8.5   Chosen texts will be 'prepared for reading' by the pupils before any 'performance' reading takes place. This preparation may include (though is not limited to):
8.5.1   Full stop race – the annotating of the text to highlight full stops or end of sentence punctuation

8.5.2   Chunking - breaking a text down in to its constituent clauses to enable reading cohesiveness and understanding

8.5.3   Defining of vocabulary – ensuring an understanding both of word meaning but also word pronunciation.

8.6   At Dunkirk, we strongly believe that fluency teaching acts as the bridge between Phonics and Comprehension. We know that for some children, fluency simply occurs as a result of teaching the strands of phonics and word recognition, however, for many others, explicit instruction is required to ensure pupils can read fluently and therefore comprehend.

9.   Dunkirk Comprehension Model

9.1   Once a pupil has shown that they have fully understood and mastered fluency and are using the skills taught within that stage of our phased approach independently then we begin to introduce reading comprehension.

9.2   Comprehension is the main focus of the reading teaching in years 5 and 6 though, wherever necessary, fluency and even phonics can and will be revisited.

9.3   Comprehension breaks down into 6 areas of focus –

9.3.1   **Retrieval** – Where an answer is explicitly stated in the text. Retrieval questions often begin with; 'where', 'when', 'who', 'which', 'at what…' etc.

9.3.2   **Vocabulary** – Where a pupil is asked to use the context of the text (or their own knowledge) to define a word.

9.3.3   **Chronology** – ordering the events form within a text

9.3.4   **Fact or opinion and true or false statements** – Using a text to identify if a statement is fact or opinion or whether a statement is true or false.

9.3.5   **Inference** – Where the answer to a question much be deduced from the available information from within a text and supported by evidence that relates to the point that the pupil is making in their answer.

9.4   As with Fluency, an approach of repetition and consistency is used in the teaching of comprehension (see appendix 8).

9.5   The model is done across a 2-week cycle with week one comprising of a piece of prose (the genre is varied so as to cover a wider spectrum than just narrative pieces) and week two focusing on a piece of poetry.

9.6   Fluency activities are still included in the approach to comprehension teaching as we believe this skill, and the skill of preparing a text, help the pupils develop confidence in their understanding which in turns shows through in the accuracy of their answers.

9.7   Fluency activities and text preparation form the first half of the lesson (15 minutes) and they are the same activities at the same stage of the sequence every week – allowing the pupils the confidence that comes from the consistency of this structured approach.

9.8 The second half of the lesson is where the sequence diverges from the fluency that has preceded it. This part is then fully devoted to the written responses to comprehension style questions.

9.9 As with other areas of learning at Dunkirk, the teaching of comprehension will be modelled by the teacher in a 'my turn' section. The skills needed to be successful in the answers will be made explicit, talked through and shared.

9.10 Pupils will then work together in pairs or groups to answer a number of questions (flexible based on the class, group or stage of the year) and these will be discussed as a class to identify strengths and areas to develop – the 'our turn' section.

9.11 Finally, pupils will answer similar questions to those that have been covered already but entirely independently in their books – the 'your turn' section of the lesson.

9.12 Answers will then be marked by either the children or their peers (in the case of retrieval, chronology, fact or opinion and true or false questions) and then assessed by a teacher or will be marked by a teacher and fed back upon where necessary (in the case of inference). This is how the progress and understanding of each pupil, in relation to their comprehension skills, is assessed.

10. We believe, passionately, that each and every child should be provided with the skills they require to be successful readers and it is through this 3 stranded approach to our teaching that we believe this is best achieved.

10.1 **Assessment**
At Dunkirk, we regularly monitor the progress of pupils through both formative and summative assessment. This enables staff to ensure that feedback, interventions and planning is focussed on the individual needs of each pupil. Feedback is defined in accordance with the EEF toolkit definition:
'Feedback is information given to the learner and/or teacher about the learner's performance relative to learning goals or outcomes. It should aim to produce (and be capable of) producing improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student's management of their learning or self-regulation, or them as individuals. This feedback can be verbal or written or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from 'peers'.'

10.2 **Formative Assessment:**
Formative assessment strategies are used to ensure that feedback at the point of learning is purposeful and specifically related to the learning in that moment. They can include (but are not restricted to):
10.2.1 **Cold Calling** – allows you to choose who answers, keeping the whole class involved and giving you better information from which to plan your next responsive steps.
10.2.1.1 Ask the class the question, give thinking time, select someone to respond, respond to the answers, select another student and respond again.

10.2.2 **Think, Pair, Share** – a powerful way to involve all students in a structured discussion, rehearsing and sharing ideas as port of responsive teaching.

10.2.2.1 Establish talk partners for every student, set the question with a goal and timeframe, build in thinking time, circulate to listen as pairs are talking, use cold call to sample responses.

10.2.3 **Show Me**- a good way to sample the responses from a whole class.

10.2.3.1 Ensure every student has a board and pen to hand, set the question with a goal and timeframe, build in thinking time, signal: 3-2-1 and show me, sample student responses and follow up.

10.2.4 **Check for Understanding** – a central idea in Rosenshine's Principles of Instruction. The checking process itself also helps students to secure deeper understanding.

10.2.4.1 Cold call, asking what, not if, Probe with a short dialogue, follow with more checking dialogues, explore differences and details, re-teach, defer or move on.

10.2.5 **Say it again better** – sets a standard for the depth of verbal responses you expect from students, supporting them with high quality responses whilst also checking their understanding.

10.2.5.1 Ask a student a question, acknowledge their first response, give supportive formative feedback, invite student to "Say it again better", respond to the improved response.

10.2.6 **Probing questions** – Well chosen questions can support students to make links between ideas, to rehearse explanations to support long-term memory and provide you to identify gaps and misconceptions.

10.2.6.1 Ask a student a question, follow up with a probing question, listen and probe further, ask another student to continue, check for understanding from others.

10.2.7 **Process questions** – Rosenshine's Principles of Instruction focus on 'how do we know' or 'how do we work it out?' Modelling and rehearing dialogue around these questions supports students to develop the capacity to think in this way independently while providing you the opportunity to identify gaps and misconceptions.

10.2.7.1 Model your thinking, emphasise how and why, ask students to explain their methods and reasoning, ask students to explain their ideas and choices, ask how similar alternative questions or problems might be approached.

10.3 **Summative Assessment:**

10.3.1 While pupils are studying phonics, assessment takes place every half term using the FFT RAP (Reading Assessment Programme)

10.3.2 At the end of Year 1, all pupils take part in the Phonics Screening Check

10.3.3 At the end of Year 2, pupils who did not pass the Phonics Screening Check in Year 1, also take part in the Phonics Screening Check

10.3.4 Pupils in Years 2 and 3 take part in termly assessment using the FFT RAP which focuses on both decoding of words and fluency level

10.3.5 Pupils in Years 4, 5 and 6 take part in termly NFER assessments

11. Inclusion in Reading

The statutory 'inclusion statement' in the National Curriculum sets out a framework for modifying the curriculum to include all pupils.

Teachers have to: set suitable learning challenges, respond to pupils' diverse learning needs, and overcome potential barriers to learning and assessment for particular individuals and groups of pupils.

These principles allow you to: choose objectives for pupils with SEN and/or disabilities that are different from those of the rest of the group, or modify the curriculum to remove barriers so all pupils meet the same objectives.

QFT	Strategies to include all learners
- Focused lesson planning with clear objectives, identified according to needs of all pupils - Teachers knowing their pupils well and understanding the implications of SEN on learning - High levels of pupil involvement and engagement with their learning - High levels of challenge and expectations - Appropriate use of questioning, modelling and explaining - An emphasis on learning through talk and discussion - Pace of lessons adjusted to reflect how pupils are learning - Teachers providing pupils with effective feedback on learning (and vice versa!) - Pupils accepting responsibility for their own learning and work - Teachers effectively deploy additional adult support towards improving learning and increasing independence	- Parallel activities - Modified objectives - Pre and post teach - Learning in small chunks - When teaching – eg visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio described film/video - Devices to promote security and aid organisation – e.g. visual timetables are used to show plans for the day or lesson; visual prompts for routines, such as how to ask for help; shared signals are developed so that pupils can convey their understanding, uncertainty or need for help. - Accessibility features are used to include pupils with SEN and/or disabilities, as appropriate - Pupils with poor motor control may gain confidence and achieve success through writing/drawing on the computer. - Approach English concepts at a level of understanding that is appropriate, eg phonics taught at the level the child is at. - Film and video are powerful tools to support English learning, particularly in relation to storytelling and the study of literature. - Use visual aids or other concrete supports when dealing with abstract topics – for example, teaching about rhythm in poetry through clapping and pacing. - When teaching poetry and texts that make high language demands, use active teaching strategies, such as drama – eg to explore a scene from Shakespeare, or build sound collages for a poem. - In reading comprehension activities, ask pupils to illustrate the story setting; draw the main character and annotate with notes on the features and views of the character. - Summarise sequences of events through mind maps, spider plans, role-play, drama etc. Use symbols, pictures, puppets etc to support understanding of character, setting and story events. **Additional adults:** - are clear about the lesson objectives - know the sequence of the lesson & understand the lesson content - know how to break tasks into more manageable chunks - are provided with key questions to encourage formative assessment, and - where appropriate, are familiar with any ICT used to support pupils.

Physical Adaptions	Interventions
- Low arousal environments - Make available a range of accessible materials including, for example: - Chunky pencils - Different coloured crayons Individual whiteboards and pens for writing in different contexts - Pencil grips for pupils who need them, and - Cordless/tracker ball mouse for pupils with mobility difficulties.	- Pre and post teach - Phonics Catch Up / Lightning Squad / First Steps to Phonics - 1:1 - Precision teaching - Speech and language therapy - Paired Reading - Reciprocal Reading - Typing
Assessment	**Other things to Consider**
- Where pupils use alternative communication systems, judgements should be made against the level descriptions for speaking and listening. It will be necessary to note any demands that are not met, such as the awareness and use of standard English - For pupils with disabilities who are unable to write by hand, the handwriting requirement of the writing attainment target will not be applicable - For pupils using tactile methods, the assessment of reading will be through the use of materials of equivalent demand presented in the appropriate medium.	Make sure pupils are well prepared for visits and trips to the library. Preparation can include using photographs and videos so that pupils are not worried about unfamiliar situations. Some pupils with more significant learning disabilities may not yet have the ability to analyse language, but can be helped to form and express their own views independently through modelling and practice.

12. Reading for Pleasure – Whole School

12.1   At Dunkirk, we prioritise reading for pleasure by promoting reading and striving for mastery within the teaching and learning we offer. We have high expectations and the language and vocabulary in our texts is rich, varied and motivating.

12.2   We encourage active reading across the school by:
   12.2.1 Reading to the children every day
   12.2.2   Offering a rich and diverse range of texts to children, opening their eyes to the world and different cultures
   12.2.3 Providing book areas in classrooms and across school for children to select and have access to quality texts that are age and stage appropriate
   12.2.4 Giving every child an online reading record. The parent/carer records comments to share with the adults in school and vice versa to ensure communication between home and school has a positive impact on learning. As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read
   12.2.5 Celebrating reading through events, visits, visitors and in celebration time

13. The role of parents

13.1   A copy of the text your child has been reading in class will be sent home at the end of each week via:
   13.1.1 A physical copy
   13.1.2 A hyperlink or PDF copy on our online platform

13.2   Children will be familiar with this text from the Reading lessons they have had during the week.

13.3   As a school we have also collated books together, matching the stage your child is at in their reading journey. Children will bring home a book matched to their current phonic or reading ability so that they can continue to develop their reading skills at home.

13.4   Some of the first books a child will bring home are wordless books. These are used to encourage children to talk about the pictures and stories and to create their own sentences about what they see and what is happening in the pictures.

13.5   Children may also bring a book for you to read to them. These are books that you regularly see on children's bookshelves and in the library. They are stories that excite children and instil a love of reading.

13.6   It is expected that pupils read at home a minimum of 5 times a week.

13.7   Each child is provided with an online or physical reading record to enable them and their parents to share their child's home reading.

14. **The role of Governors**

14.1   Governors at Dunkirk offer strategic guidance, challenge existing processes and drive school improvement. They exist to improve educational standards so that children and young people have the chance to realise their full potential.

14.2   The lead governor for English is: Jo Sharp

14.3   As well as attending 6 governor meetings a year, governors at Dunkirk work alongside senior leaders in supporting teachers to provide excellent education to children.

14.4   In regard to phonics and reading, governors are responsible for monitoring and evaluating the effectiveness of our curriculum by making regular visits to school and classes to:
        14.4.1 Observe learning
        14.4.2 Discuss learning with pupils and staff
        14.4.3 Carry out reflective discussions with subject leaders
        14.4.4 Attend subject specific visits from outside agencies, for example, SIA or OFSTED

14.5   Findings from these visits will play a key role in how governors support our school in the implementation of our strategic plan.

Appendices:

Appendix 1: Core Principles Definition

1. Systematic Progression
☐ Introducing phonics and its application to early reading in a carefully sequenced and progressive way: moving from developing phonological awareness through rhyme to introducing Grapheme–Phoneme Correspondences (GPCs) in order, through a six-phased progression.

☐ Practising the skills of blending and segmenting as new GPCs are introduced and reinforcing them throughout the programme.

☐ Developing an increasing bank of accessible words, including Common Exception Words (CEWs).

☐ Building confident readers through the consistent, systematic and daily teaching of the FFT Success for All Phonics programme with accompanying Shared Readers.

2. Regular Assessment
☐ Providing frequent and comprehensive formative and summative assessment opportunities to inform teaching and ensure that children's progress is closely monitored.

☐ Providing an opportunity for the early identification of children who may be at risk of falling behind.

☐ Using the Reading Assessment Programme (RAP) as a diagnostic tool and to support formative and summative assessments.

3. Early Intervention
☐ Ensuring that the lowest attaining 20% of children also make progress and reach age-related expectations is fundamental to our mission to secure FFT Success for All children.

☐ Providing dedicated time for review and consolidation of skills to ensure children needing extra support do not fall behind.

☐ Providing Tutoring with the Lightning Squad to support catch-up and additional teaching to those children whose reading skills are below age-related expectations. The tutoring programme has an integrated assessment tool so that skills gaps are automatically identified and addressed.

4. Multisensory Approach
☐ Providing pacey and active lessons that balance short inputs of direct teaching with immediate whole-class response and engagement.

☐ Providing multisensory lessons that engage all children in a variety of activities designed to support learning in fun and memorable ways.

☐ Linking pictures and mnemonics to support the learning of each GPC and helping children to recall and remember.

5. Co-operative Learning
☐ Underpinning daily lessons with Co-operative Learning techniques in which learning skills are developed by teachers explicitly modelling behaviour for learning.

☐ Using positive feedback to help children to understand when they meet expectations and for motivation.

☐ Encouraging children to work together in supportive peer partnerships.

6. Application of Skills
☐ Providing texts – Shared Readers – which are carefully aligned to progression in phonics skills, so that children are motivated to apply their new learning in a meaningful way.

☐ Developing a separate, but linked, approach to the teaching of reading comprehension during the Shared Reader lessons.

7. Reduced Workload and Collegiate Approach

☐ Providing comprehensive lesson planning and resources, as well as training and ongoing support, we try our best to make teachers' lives easier and reduce lesson preparation time, benefitting everybody in our school community.

☐ The shared, school-wide approach engenders a focus on outcomes for children and a collaborative team effort across all staff in our school.

ENGLISH READING POLICY

Appendix 2: FFT Phonics Scope and Sequence (Reception to Year 1)

Phase	Week	Focus GPCs	Phonic Step / Shared Reader	New Reading Skills - First Introduced		New Writing Skills First Introduced	Common Exception Words
				Word Level	**Text Level**		
Reception Term 1				Words Correct Per Minute - End of Term Goal: 15			
Phase 1	1			Oral Blending, Segmenting and Alphabet Chant			
	2						
Phase 2	3	s a t p	1i - 4i	Blend and Segment CVC words	Read words consistent with their phonic knowledge by sound-blending	Write recognisable letters, most of which are correctly formed	
	4	i n m d	5i - 8i				
	5	g o c k	1				
	6	ck e u r	2				
	7	Consolidation Week	3				
	8	h b f ff	4	Read Common Exception Words	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words		the I
	9	l ll ss	5				he she is
	10	j v w	6	Read CVC words with -s ending /s/ sound			to go of as
	11	x y z	7	Read CVC words with -s ending /z/ sound			we are you into
	12	Consolidation Week	8	Consolidate above skills			
Reception Term 2				Words Correct Per Minute - End of Term Goal: 25			
Phase 3	13	zz qu ch	9	Read CCVC and two-syllable words	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	Spell words by identifying phonemes in them and representing them with graphemes	be me his
	14	sh th ng	10	Read CVC and double-consonant words with -ing endings			no so has
	15	Consolidation Week	11	Consolidate above skills			
	16	Consolidation Week	12				
	17	ai (train) (+ blend nk)	13	Read CVCC words and sentences including Yr1 CEWs			do her

Phase	Week	Focus GPCs	Phonic Step / Shared Reader	New Reading Skills - First Introduced		New Writing Skills First Introduced	Common Exception Words
				Word Level	**Text Level**		
	18	ee (tree)	14	Read CVCC words and sentences including Yr1 CEWs	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	Spell words by identifying phonemes in them and representing them with graphemes	my by
	19	igh (light)	15				ask* our
	20	oa (goat)	16				says they
	21	oo (zoo)	17				said was
	22	oo (book)	18				were put all
	23	ar (car)	19				there like
	24	Consolidation Week	20	Consolidate above skills			
Reception Term 3				Words Correct Per Minute - End of Term Goal: 35			
	25	or (corn) Common Alternatives: (/or/ ore; /s/ se)	21	Read CVCC words and sentences including Yr1 CEWs	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary		here where
	26	ur (purple)	22	Read CVC words with -es endings			today when what
	27	ow (cow) Common Alternatives: (/d/ ed; /t/ ed)	23	Read CVC words with -ed endings		Write simple phrases and sentences that can be read by others	come some
	28	oi (boil) Common Alternatives: (/z/ ze se)	24	Read sentences with contraction words			push pull
	29	ear (clear)	25	Consolidate above skills			friend school out
	30	Consolidation Week	26	Consolidate above skills			
	31	air (hair)	27	Consolidate above skills	Anticipate – where appropriate – key events in stories		one once
	32	ure (pure, picture) Common Alternatives: (/v/ ve)	28				your love

ENGLISH READING POLICY

Phase	Week	Focus GPCs	Phonic Step / Shared Reader	New Reading Skills - First Introduced		New Writing Skills First Introduced	Common Exception Words
				Word Level	Text Level		
	33	er (batter)	29	Read nouns and adjectives with -er ending			house full little
Phase 4	34	Consolidation Week	30	Read CCVCC words and sentences including Yr1 CEWs	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	Write simple phrases and sentences that can be read by others	Consolidate Y1 CEWs
	35	Consolidation Week	31	Read CCVCC words and sentences including Yr1 CEWs			Consolidate Y1 CEWs
	36	Consolidation Week	32	Read CCCVCC words and sentences including Yr1 CEWs			Consolidate Y1 CEWs
Year 1 Term 1				**Words Correct Per Minute - End of Term Goal: 45**			
	1	Consolidation Week	33	Consolidate above skills			Y2 CEWs
	2	ay (play) Common Alternatives: (/ai/ a)	34	Read words with prefix un- Read nonsense words	Understand books by drawing on what they already know or on background information and vocabulary provided by the teacher	Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'	again oh their last*
	3	ou (cloud) Common Alternatives: (/I/ le, el; /s/ st)	35	Read and spell words with ou / ow			poor money thought should
Phase 5	4	ie (dried) Common Alternatives: (/I/ al, il)	36	Read and spell words with ie / igh	Check that the text makes sense to them as they read and correct inaccurate reading	Begin to punctuate sentences using an exclamation mark	class* Mr Mrs work can't
	5	ea (cream) Common Alternatives: (/ee/ e)	37	Read and spell words with ea / ee / e		Join words and clauses using the conjunction 'and'	pass* fast* climb path* don't
	6	oy (boy) Common Alternatives: (/igh/ i)	38	Read and spell words with oy / oi	Discuss the significance of the title and events	Begin to punctuate sentences using a question mark	people after* great break
	7	Consolidation Week	39	Consolidate above skills		Identify nouns and verbs in a sentence and use them accurately in writing	

Phase	Week	Focus GPCs	Phonic Step / Shared Reader	New Reading Skills - First Introduced		New Writing Skills First Introduced	Common Exception Words
				Word Level	Text Level		
	8	ir (girl) Common Alternatives: (/w/ wh)	40	Read and spell words with ir / ur / er	Discuss the significance of the title and events	Identify nouns and verbs in a sentence and use them accurately in writing	any many who could
	9	ue (blue/cue) Common Alternatives: (/oa/ o)	41	Read and spell words with ue /oo	Discuss the significance of the title and events	Use adjectives to describe nouns	because water past* bath*
	10	aw (jaw) Common Alternatives: (/or/ au)	42	Read and spell words with aw / or / ore / au	Make inferences on the basis of what is being said and done	Use '-ing' for verbs where no change is spelling is needed in root words	hour two door different
	11	ew (blew/new)	43	Read and spell words with ew / ue / oo		Use '-est' where no change in spelling is needed in root words	Christmas would through beautiful
	12	Consolidation Week	44	Consolidate above skills		Use adjectives to describe nouns	
Year 1 Term 2				**Words Correct Per Minute - End of Term Goal: 55**			
	13	a_e (cake) Common Alternatives: (/ai/ ey, ei, eigh)	45	Read endings on split digraph words Read and spell words with a_e / ay / ai / a / ey / ei / eigh	Predict what might happen on the basis of what has been read so far	Join words and clauses using the conjunction 'because'	plant* floor
	14	e_e (delete) Common Alternatives: (/ee/ ie)	46	Read and spell words with e_e / ea / ee / e / ie			every whole
	15	i_e (crocodile) Common Alternatives: (/or/ a, al)	47	Read and spell words with i_e / ie / igh /i	Participate in discussion about what is read to them, taking turns and listening to what others say	Use a definite article (the), an adjective and a noun to write an expanded noun phrase	only move
	16	o_e (bone) Common Alternatives: (/oa/ ou)	48	Read and spell words with o_e / oa / o / ou		Use an indefinite article (a), an adjective and a noun to write an expanded noun phrase	father grass*
	17	u_e (flute/cute) Common Alternatives: (/oo/ ui, ou; /yoo/ u)	49	Read and spell words with u_e / ew / ue / oo / ui / ou	Explain clearly their understanding of what is read to them	Use the spelling rule of adding the 's' marker for plurals	eye

Phase	Week	Focus GPCs	Phonic Step / Shared Reader	New Reading Skills - First Introduced		New Writing Skills First Introduced	Common Exception Words
				Word Level	Text Level		
	18	Consolidation Week	50	Consolidate above skills	Explain clearly their understanding of what is read to them	Use the spelling rule of adding the 's' marker for plurals	
	19	-y (happy) Common Alternatives: (/ee/ ey)	51	Read and spell words with -y / e_e / ea / ee / ie / e / ey		Use '-y' endings to create adjectives from nouns	busy pretty
	20	-y (fly) Common Alternatives: (/oo/ u, oul)	52	Read and spell words with -y / i_e / ie / igh / i	Discuss word meanings, linking new meanings to those already known	Use the suffix '-ed' for the past tense of verbs	half
	21	ow (snow) Common Alternatives: (/r/ wr; /or/ oor, our)	53	Read and spell words with ow / o_e / oa / ou / o	Discuss word meanings, linking new meanings to those already known	Use the words who/what/where/when/why/how to ask questions	parents everybody
	22	soft c (ice) Common Alternatives: (/s/ sc, ce)	54	Read words with suffix –ly Read and spell words with c / s / sc / ce		Use '-ly' suffix to form adverbs	sugar
	23	soft g (gem) Common Alternatives: (/e/ ea)	55	Read and spell words with g / ge / dge / j	Being encouraged to link what they read or hear read to their own experiences	Use an apostrophe for 'it's' as a contraction of 'it is'	prove improve
	24	Consolidation Week	56	Consolidate above skills		Use the suffix '–er' and the words 'more' or 'most' for comparison	
Year 1 Term 3			Words Correct Per Minute - End of Term Goal: 65				
	25	ire (fire) Common Alternatives: (/ear/ eer, ere; /er/)	57	Read and spell words with ire	Draw on what they already know or on background information and vocabulary provided by the teacher	Use an apostrophe to show possession	
	26	are (care) Common Alternatives: (/air/ ear, ere; /or/ ar; /u/ o) /m/ me; /n/ ne	58	Read and spell words with are / air /ear / ere	Make inferences on the basis of what is being said and done	Use an apostrophe for 'I'm' as a contraction of 'I am'	Consolidate all Year 1 and 2 CEW
	27	tch (watch) Common Alternatives: (/o/ a; /c/ ch; /i/ y; /er/ or)	59	Read words with suffix -less Read and spell words with tch / ch / t	Check that the text makes sense to them as they read and correcting inaccurate reading	Write sentences using the suffix 'less'	

Phase	Week	Focus GPCs	Phonic Step / Shared Reader	New Reading Skills - First Introduced		New Writing Skills First Introduced	Common Exception Words
				Word Level	Text Level		
	28	oe (toe) Common Alternatives: (/sh/ ch, ti, ci, ssi; /oo/ou; /u/ ou)	60	Read and spell words with oe / o_e / ow / oa / ou / o	Discuss the significance of the title and events	Write expanded noun phrases using the words my/his/her/their, an adjective and a noun	
	29	ph (phone) Common Alternatives: (/n/ gn, kn; /m/ mb; /c/ que; /zh/ s, si)	61	Read words with suffix –ment Read and spell words with ph / f	Predict what might happen on the basis of what has been read so far		
	30	Consolidation Week	62	Consolidate above skills	Discuss word meanings, linking new meanings to those already known	Write sentences using co-ordinating conjunction 'but' to join clauses	
	31	Comparing long /a/ GPCs	63		Participate in discussion about what they read, taking turns and listening to what others say	Write sentences using subordinating conjunction 'when' to join clauses	Consolidate all Year 1 and 2 CEW
	32	Comparing long /i/ GPCs	64		Discuss word meanings, linking new meanings to those already known	Write sentences using subordinating conjunction 'because' to join clauses	
	33	Comparing long /o/ GPCs	65		Being encouraged to link what they read or hear read to their own experiences	Write sentences using 'and' to join two noun phrases	
Phase 6	34	Comparing long /u/ GPCs	66	Consolidate all Year 1 skills	Check that the text makes sense to them as they read and correcting inaccurate reading	Write sentences using 'if' to introduce the first idea	
	35	Comparing long /ur/ GPCs	67		Become familiar with key stories and traditional tales, retelling them and considering their particular characteristics	Write a sentence using more than one noun phrase	
	36	Comparing long /e/ GPCs	68		Explain clearly their understanding of what is read to them		

Appendix 3: Reception – Year 1 Decodable book structure and sequence

Monday	Practise previous books phonemes, red words and green words	Introduce the new text: Predict from the title, illustration, layout etc Full stop race	Read Red words and Green words. Model read with children completing a full stop race – them acting out the full stops as you read.	Vocabulary discussion. Are there any words the children don't know Is it a noun, verb, adjective or adverb (depending on age).	Answer questions about the book. Use think a louds to encourage children to elaborate and extend their answers.
Tuesday	New red words and Green words	Remember what happens in the story.	1st part of the text: Echo read Ensure 1 accuracy focus e.g. full stop, inverted commas, question mark Use Chunk-it with any difficult to read sentences/ phrases to help clarify	1st part of the text: Choral read	1st Part of the text: Independent read Listen to pupils and ensure they have clear understanding so that they can read with prosody
Wednesday	New red words and Green words	1 minute read. How much can they accurately read? Same pages each time are we seeing progress?	2nd part of the text: Echo read Ensure 1 accuracy focus e.g. full stop, inverted commas, question mark Use Chunk-it with any difficult to read sentences/ phrases to help clarify	2nd part of the text: Choral read	2nd Part of the text: Independent read Listen to pupils and ensure they have clear understanding so that they can read with prosody
Thursday	New red words and Green words	1 minute read. How much can they accurately read?	3rd part of the text: Echo read Ensure 1 accuracy focus e.g. full stop, inverted commas, question mark Use Chunk-it with any difficult to read sentences/ phrases to help clarify	3rd part of the text: Choral read	3rd Part of the text: Independent read Listen to pupils and ensure they have clear understanding so that they can read with prosody
Friday	New red words and Green words	Same pages each time are we seeing progress?	Spelling time – red and green words from the book	Spelling time – red and green words from the book	Performance read to a definite audience – group in the class, paired class, filmed to share with other campus/ parents

Appendix 4: Year 2 Routes to Reading

Map					
1	Practise passage from previous books	Introduce the new text: Predict from the title, illustration, layout etc	Vocabulary discussion. Look at the new words and clarify their meaning. Reveal and share selected definitions and sentences. Is it a noun, verb, adjective or adverb (depending on age).	Ask children to make predictions about the text. Work together using think alouds: Think about the pictures. What do they tell you about…? Look at the front cover and title. What do you think the text will tell us? Why do you think the book is called? Set purpose: Why would we read the text? What do we want to find out?	Reading Journal Skill Review Wonderings
2	Practise passage from previous books	What were our predictions? What was the purpose of the text?	Model read with children completing a full stop race – them acting out the full stops as you read.	Develop vocabulary by discussing the meaning of words and linking them to known vocabulary. Try substituting synonyms or similar words and see if it continues to make sense. Dictionary work.	Reading Journal Skill Review Ask Questions
3	Practise passage from previous books	Remember what happens in the book. Reflect on predictions. Where they accurate?	1st part of the text: Echo read Ensure 1 accuracy focus e.g. full stop, inverted commas, question mark Use Chunk-it with any difficult to read sentences/ phrases to help clarify		Reading Journal Skill Review Ask Questions
4	Red words Green words with endings	Recall meanings of new vocabulary	2nd part of the text: Echo read Ensure 1 accuracy focus e.g. full stop, inverted commas, question mark Use Chunk-it with any difficult to read sentences/ phrases to help clarify		Reading Journal Skill Review Reflection
5	Red words Green words with endings	Recall meanings of new vocabulary	Model words, phrases or sentences which pupils have found tricky.	1st part of the text: Choral read	Reading Journal Skill Review Reflection

Map					
6	Red words Green words with endings	Clarify the meanings of these phrases…	Model words, phrases or sentences which pupils have found tricky.	2nd part of the text: Choral read	Reading Journal Skill Review Reflections
7	Tackle a tricky phrase from the text.	1 minute read. How much can they accurately read? Same pages each time are we seeing progress?	Model words, phrases or sentences which pupils have found tricky.	1st part of the text: Partner Read – pulling individual groups of pupils which you have highlighted as struggling	Reading Journal Skill Review Reflections
8	Tackle a tricky phrase from the text.	1 minute read. How much can they accurately read? Same pages each time are we seeing progress?	Model words, phrases or sentences which pupils have found tricky.	2nd part of the text: Partner Read – pulling individual groups of pupils which you have highlighted as struggling	Reading Journal Skill Review Reflections
9	Tackle a tricky phrase from the text.	1 minute read. How much can they accurately read? Same pages each time are we seeing progress?	Model words, phrases or sentences which pupils have found tricky.	Independent read – pulling individual groups of pupils which you have highlighted as struggling	Reading Journal Skill Review Reflections
10	Re-visit and consolidate: Does the way the book has been set out remind you of other books you have read? Look at the layout, what is the same, what is different?	1 minute read. How much can they accurately read? Same pages each time are we seeing progress?	Performance read to a definite audience – group in the class, paired class, filmed to share with other campus/ parents		

Appendix 5: Clarity on fluency expectations in different year groups

Foundation Stage
Main focus: **fluent reading of** G.P.Cs, words consistent with phonic stages and common sight words

- Fluent reading of G.P.Cs
- Fluent reading of common sight words
- Vocabulary collection, investigation and learning meanings of new words
- Identifying and emphasising ends of sentence punctuation marks
- Modelling fluent sentence reading
- Modelling fluent reading of whole texts
- Joining in with repeated phrases and refrains
- Fluent re-telling of well known stories
- Regular re-reading of phonic books for fluency and confidence
- Regular reading practice as homework
- **Extra 1:1 reading with children who do not read at home**

Year 1 and 2
Main focus: **fluent reading of** words consistent with phonic stages, extended list of sight words and one and two clause sentences

- Fluent blending of phoneme-grapheme correspondences to read new words
- Fluent reading of common sight words (See Dolch 220 service words)
- Fluent reading of common exception words
- Vocabulary collection, investigation and learning meanings of new words
- Modelling reading clauses within sentences as "chunks of meaning"
- Fluent simple and compound sentence reading
- Fluent retelling of a wider range of stories
- Learning and reciting poems for fluent verbal presentation
- Regular re-reading of A.R.E books for fluency and confidence
- Regular reading practise as homework
- **Additional "catch-up" phonics and sight word practise for struggling readers**

Year 3 and 4

Main focus: **fluent reading of** single and multi-clause sentences (whilst retaining meaning)

- Fluent blending of phoneme- grapheme correspondences and use of wider phonic knowledge to read unfamiliar words
- Accurate and speedy common and exception word reading so fewer words are needed to be de-coded
- Vocabulary collection, investigation and learning meanings of new words
- Identifying and emphasising end of sentence marks and uses of commas to demarcate lists and clauses
- Modelling and practise of fluent sentence reading with a focus on clauses and phrases as chunks of meaning
- Learning and reciting poems for fluent verbal presentation
- Repeated re-reading of books to build up accuracy, speed and prosody
- Regular reading practise as homework
- **Fast-track phonics and sight word intervention for struggling readers**
- **Continuation of 1:1 reading with non-fluent readers**

Year 5 and 6

Main focus: **fluent reading of** longer, multi-clause sentences and paragraphs (whilst retaining meaning)

- Fluency continues as a core reading strategy with a focus on developing speed, stamina and maintaining comprehension
- Vocabulary collection, investigation and learning meanings of new words
- Fluent interpretation of how to read the full range of punctuation marks
- Practising reading using phrases and clauses as "chunks of meaning"
- Modelling how to read conjunctions within sentences as "signposts" to the next "chunk of meaning"
- Modelling and practising how to read and track meaning within multi-clause sentences and paragraphs
- Rehearsing learnt passages of text and poems to performance level
- Reading with expression that reflects meaning
- Regular reading and comprehension practise as homework
- **Fast-track fluency intervention, identified early in year 5, for non-fluent readers**
- **Continuation of 1:1 reading with non-fluent readers**

Appendix 6: Mis-cues

Decoding- inaccurate blending leading to not being able to read the word
Deviation- replacing a word with a different word
Omission- missing some words out
Disorientation- adding some words that aren't there
Transposition- reading words in the wrong order
Repetition- reading words more than once
Phrasing- reading in unusual chunks that don't make sense
Punctuation- missing end of sentence punctuation
Monitoring understanding- continuing reading even if the meaning is lost

Appendix 7: Year 3 / 4 Fluency Model

Year 3 and 4 fluency model

		REACTIVATE	(hand)	(hands)	(finger)
Monday	Ready Steady, Read of a previous text	Introduce the new text: Predict from the title, illustration, layout etc Full stop race	Teacher completes a model read. Pupils track the text and highlight words that they cannot read / don't understand.	Vocab detective – using word class, what they already know about the word and synonyms – generate a simple meaning with actions	
Tuesday	Accelerate phrases	Remind pupils of meaning of the Vocab, word class and synonyms.	1st part of the text: Echo read

Ensure 1 accuracy focus e.g. commas, inverted commas

Use Chunk-it with any difficult to read sentences/ phrases to help clarify | 1st part of the text: Choral read | 1st Part of the text: Partner read

Listen to pupils and ensure they have clear understanding so that they can read with prosody |
| **Wednesday** | Vocab flashcards/ difficult to read words flashcards | Ready, Steady, Read – part 1 of the week's text | 2nd part of the text: Echo read

Ensure 1 accuracy focus e.g. commas, inverted commas

Use Chunk-it with any difficult to read sentences/ phrases to help clarify | 2nd part of the text: Choral read | 2nd Part of the text: Partner read

Listen to pupils and ensure they have clear understanding so that they can read with prosody |
| **Thursday** | Vocab flashcards/ difficult to read words flashcards | Ready, Steady, Read – parts 1 and 2 of the week's text | 3rd part of the text: Echo read

Ensure 1 accuracy focus e.g. commas, inverted commas

Use Chunk-it with any difficult to read sentences/ phrases to help clarify | 3rd part of the text: Choral read | 3rd Part of the text: Partner read

Listen to pupils and ensure they have clear understanding so that they can read with prosody |
| **Friday** | vocab flashcards/ difficult to read words flashcards | Practise all three parts – partner read, independent read | | | Performance read to a definite audience – group in the class, paired class, filmed to share with other campus/ parents |

Appendix 8: Year 5/6 Comprehension Model

Lesson Sequence

Purpose:

- Build upon the reading fluency work to better understand the text through study, discussion and inference
- To develop a full range of comprehension strategies as detailed by the EEF guidance report
- To apply Rosenshine's principle of instruction to the daily teaching of reading

	Ready, Steady, Read	Flashback	Re-activate	New Learning
	5 minutes	5 minutes	5 minutes	20 minutes
Day 1	**Common exception words – Main text** Pupils to read through, to their partner, as many of the list of common exception words as they can in 2 minutes. Partner marks off as they listen, ensuring that the pronunciation is correct. Pupils then choose three words each (differing from the previous time) and use them in a sentence. Partners to check if the word is used in the correct context.	**Vocabulary – Main text** Pupils to either define words that have come up in previous vocabulary sessions in previous weeks or to connect words to the correct definition (depending on class/cohort).	**Reading recommendation – Main text** Pupils to discuss with one another what books they are reading in their free reading time. Pupils to then feed back to the class about what their partner is reading, what they like about the book and whether or not they would recommend it. This should include making links across books. To begin with pupils may need to follow a script for the questions and note down the responses but try to build towards this being discursive.	**Prediction – Main text** Year 5s – in advance of the lesson, prepare the **main text** into chunks (see chunking guidelines in attachments). For **Year 5s** (and year 6s cohorts that require it) pupils should compete the full stop race through the main text to begin with. Read fully through the entire text that is the focus of the sequence and have the pupils identify the main events of the story. Where needed, draw attention to specific open-ended plot lines and discuss this as an authorial technique. Pupils to use this discussion to predict what will happen next in the text.
Day 2	As day 1	**Figurative Language – Main text** Using an extract of the text that uses plenty of figurative language, get the pupils to identify usage of similes, metaphors, personification, alliteration and/or hyperbole. Focussing on one at a time works best.	**Word Detective – Main text** Look at **5 unknown words from the main text.** Do activity as a pair using their combined and shared knowledge. Pupils **scan text and highlight words.** Annotate text with definitions. It is important to note that this activity leads into a whole class discussion. The purpose of the lesson is not to fill in the sheet, but rather to develop the strategies needed to understand vocabulary not yet met.	**Questioning – vocabulary – Main text** Using a mixture of vocabulary that has been identified through the word detective activity and also words that may be challenging that haven't been specified, pupils to answer questions that allow them to demonstrate their understanding. These questions should also include questions of phraseology, expressions, and proverbs. Example questions in the style of KS2 SATs please see attachment.
Day 3	**Accelerate Phrases – Main text** Pupils to read through as many of the accelerate phrases or a list of key phrases taken from the **main text** in the space of 1 minute as they can. Their partner should be ticking these off as they read but circling any words misread or misread. Pupils to then switch roles.	**Core grammar work – Main text** Show 9 words on the board and get the pupils to group them into 3 groups of 3 based on their word type. The word types chosen should be ones covered in recent grammar teaching.	**Core grammar work – Main text** Pupils to read through the **main text** and identify where and how the author has used specific grammatical techniques – these techniques should be specified by the teacher and based on prior learning The specific content of this will vary depending on the current focus in the writing. Content may be; fronted adverbials (LKS2), prepositional phrases (LKS2), subordination (KS2), parenthesis (KS2), semi colons to connect main clauses (UKS2), figurative language techniques (KS2) etc.	**Questioning – Retrieval – Main text** These should be 'find and copy' style retrieval questions designed to ensure focussed reading of the **main text** Teach pupils to identify what the key words are that they are looking for and then how they should skim and scan to find them. Model how to answer the question. Pupils to independently answer questions on the text that they have read so far. Example questions in the style of KS2 SATs please see attachment.

Day 4	As day 3	**Vocabulary – Main text** Using words from the **main text**, pupils to define the words or to connect words to the correct definition (depending on class/cohort).	**Subordinating conjunctions of Time – Main text** when, while, as, before, after, since, until **Recall the subordinating conjunctions**, using the stem sentences below. **Read out set example sentences-** one for each conjunction **Verbally create 2 clause sentences using examples from text** that start with the Fronted adverbial; repeating stem sentence of purpose. Discuss use of the comma and model reading	**Questioning – Chronology, true and false, fact or opinion – Main text** Work through examples of each style of question as 'my turn' and 'our turn' ensuring that pupils understand how to answer these styles of question from the **main text** Pupils to independently answer questions on the text that they have read so far. Example questions in the style of KS2 SATs please see attachment.
Day 5	Year 5 and 6 spelling words Focus: Reading the words aloud and listing synonyms of the word, originally through use of thesaurus' but building towards doing so from memory. See list below.	**Core grammar work – Main text** Show 9 words on the board and get the pupils to group them into 3 groups of 3 based on their word type. The word types chosen should be ones covered in recent grammar teaching.	**Main text** **Subordinating conjunctions of reason** If, because, although, despite, unless **Recall subordinating conjunctions** using stem sentence below **Read out set examples sentences-** one for each conjunction **Verbally create 2 clause sentences using examples from the text** that start with the Fronted adverbial; discuss the meaning/ purpose of the conjunctions. Discuss use of the comma and model reading	**Clarifying – Main text** Purely discursive lesson. Pupils should be encouraged to discuss the **main text** that they have read and share with each other what they have liked about it, as well as what they would change. This session should be led by the teacher and include questioning out loud in the range of styles already used in the sequence with the pupils expected to recall information about the text from memory wherever possible.
Day 6		**Figurative Language – Second Text (poem)** Using an extract of the **poem** that uses specific planned	**Pause for Poetry – Second Text (poem)** Pupils to read and discuss (in short bursts) a piece of prose. This may be chunked in advance in order to support more immediate fluent reading	**Summarising - Main text** Pupils to highlight the subject and verb of each sentence in the **main text.** They must then identify which of these are the most integral to the overall text.
		examples of figurative language, get the pupils to identify usage of similes, metaphors, personification, alliteration and/or hyperbole. Focussing on one at a time works best.	Focus should be on **whole class discussion** and the way in which the poet uses language. Pre-prepared questions must be used by the teacher and the discussion should be allowed to evolve naturally. Echo reading of the poem out loud as a group and then independently. Pupils should work on standardising a rhythm for the poem, maybe using music to help.	Using this they will then write a summary of the text. This can be done with a maximum word count, as a tweet or simply in the most concise way the pupil is capable of.
Day 7	Partner reading – Second Text (poem) Pupils to read a section of the **Second Text (poem)** to their partner and feedback on the fluency of the read. Miscue sheets to be used for the feedback.	**Vocabulary – Second Text (poem)** Using words from the current poem, pupils to define the words or to connect words to the correct definition (depending on class/cohort).	**Core grammar work – Second Text (poem)** Pupils to read through the **second Text (poem)**and identify where and how the author has used specific grammatical techniques – these techniques should be specified by the teacher and based on prior learning The specific content of this will vary depending on the current focus in the writing. Content may be; fronted adverbials (LKS2), prepositional phrases (LKS2), subordination (KS2), parenthesis (KS2), semi colons to connect main clauses (UKS2), figurative language techniques (KS2) etc.	**Inference - Main text** Partner read over the **main text** to refamiliarize with the content. Display an overarching question based on the text e.g. *'How does the protagonist feel at this point?'* Discuss the question as a class and, together, find evidence to support the answer. Discuss what makes 'good evidence' and how we ensure that our evidence is suitable for the question. You may wish to use P.E.A or Inference addition (see attachments for both).
Day 8	Punctuation Race – Second Text (poem) Pupils to read through the text that they are preparing to performance read	**Pause for Poetry – Second Text (poem)** Return to the same poem as used 2 days previously	**Performance Poetry – Second Text (poem)** Pupils to perform their poem as a class. This can be recorded and put to music depending on the poem.	**Inference - Main text** Either show the same question as yesterday and get the pupils to independently answer. Or present a modelled answer and discuss why it is a good example.

27

				Discuss, again, what makes good evidence and then show a statement about the **main text** e.g.
	and highlight all instances where punctuation denotes a breath being taken in their reading.	and continue the discussion.

Upon a second reading, do the pupils still hold the same opinion? Ensure pupils give specific examples to justify from the poem.

Focus should now progress to the use of **figurative language** that the poet uses and the **impact** this has on them as a reader. | | *The protagonist feels anxious about what he/she must do.*

Get the pupils to discuss if they agree or disagree. Then ask them why they feel that way. Encourage them to relate their feeling back to the text and model this if necessary.

Pupils to then have a go at evidencing their opinions independently based around another statement. |
| Day 9 | **Performance Read Preparation**

Pupils to read through the **Second Text (poem)** that they are preparing to performance read with a partner in preparation for the Performance Read | **Performance Poetry**

Pupils to perform their poem as a class. This can be recorded and put to music depending on the poem. | **Performance Poetry**

Pupils to perform their poem as a class. This can be recorded and put to music depending on the poem. | **Inference - Main text**

Progressing on from the previous 2 sessions, pupils to answer inference questions independently from the **main text**. |
| Day 10 | | | In pairs, children **Film It –** Use I-pads to record each other's reading of the poem. If lack of space / technology – children assess each other while reading. Teacher to eavesdrop and offer advice when needed. | |

28