Reading at Aylward

Overview and Progression



G. Kilkenny and K. Steadman 2022

Reading Intent

At Aylward, we are determined that every pupil will learn to read and develop a life-long love of reading. We do this by prioritising reading and promoting books in as many ways as possible. As a school, we are always thinking of new ways to encourage the children to pick up a book and read.

Destination Reader

- Provide word reading and comprehension skills to read with confidence and understanding.
- Foster a life-long love of reading.
- Develop reading stamina.
- Explore high-quality texts.
- Facilitate independent learning and progress.

Read, Write Inc

- Understand that letters in words represent sounds in spoken words.
- Apply phonological knowledge to decode unknown words.
- Recognise and speedily read familiar words.
- Gain good comprehension skills.
- Establish a love of reading.

Reading at Aylward

Click on the blue boxes below to open the relevant pages.

EYFS + KS1: Read, Write Inc.	Explanation of Aylward's approach to early reading using our systematic phonics programme.
KS2: Destination Reader	Explanation of Aylward's whole-class reading strategy, including the progression and coverage of texts across the Key Stage.
Progression of Skills in Reading: EYFS + KS1 / KS2	Aylward's approach to ensuring coverage of the National Curriculum in each year group.
Assessment in Reading	How pupils are assessed formatively and summative during and outside of Reading lessons.
Additional Provision	How Aylward supports and accelerates the progress of the lowest 20% of readers in the Key Stage.
Reading for Pleasure	Explanation of key strategies in place to promote a love of reading at Aylward.

Read, Write Inc.

Click on the topic to access information on how we teach early reading using Read, Write Inc.

What is Read, Write Inc?

Progression of Phonemes

EYFS

Developing Fluency and Comprehension

Lesson Outline

Banded Reading Books

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Read, Write Inc. Phonics at Aylward

Read, Write Inc. is the phonics scheme we use at Aylward for teaching children to read in Nursery, Reception, Year 1 and Year 2. It is also used for children who are working below the expected standard for reading in Years 3 and 4. RWI is a DfE-validated systematic synthetic phonics programme which teaches children to read accurately, fluently and with understanding.

Direct teaching underpins RWI, as it is the quickest route to ensuring all children learn to read and write. Everyday, children learn new sounds, and review previously taught sounds and words. They apply what they've been taught by reading words containing the sounds they know in matched decodable books and other texts, and practise spelling words everyday.

Teachers engage children and ensure full participation using call and response, choral reading and partner practice. Partners practise everything they are taught and answer questions together. Children learn the routines and behaviours necessary for each activity, and practise these until they use them automatically. This allows them to focus on what matter most – learning to read and write.

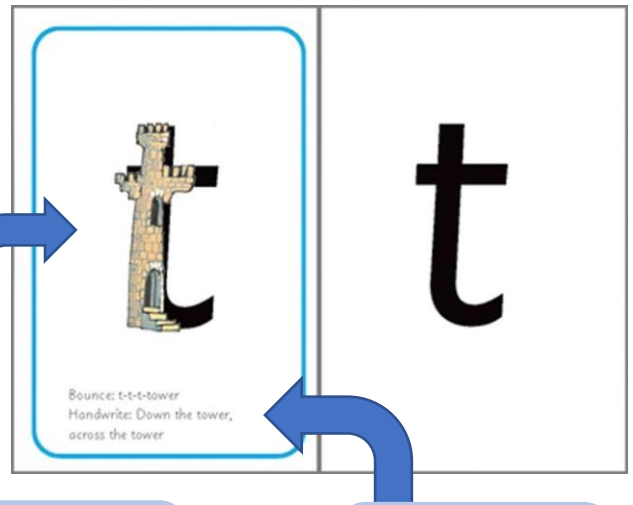
Children work in homogenous progress groups for 45 minutes each day. The RWI Leader assesses children's phonological knowledge before they start the programme and then every half-term. Regrouping children maximises their progress by ensuring nobody is struggling and everyone is challenged.

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EYFS – Making a Strong Start

Children learn more rapidly at this age than at any other time in their lives so, at Aylward we begin teaching phonics as soon as possible. Alongside teaching the children how to read, staff know that reading a diverse range of high quality picture books to the children is the best way of encouraging a love books and reading.

The children begin by learning all the sounds the letters of the alphabet make. They are also taught how to correctly write each letter



To act as hook and to help the children remember the sound, they are shown a picture in the shape of the letter.

They learn a rhyme to help them correctly form each letter.

Staff teach the set 1 speed sounds using the below steps:

Sound	Say the sound		Read the sound	Review the sounds	Write the letter		Speed write	Fred Talk (oral)
t (bouncy – see p.35)	t-t-t-t Tuck your tongue behind your teeth.	*Use Picture Sound Cards:* t-t-t-teeth, t-t-t-train, t-t-t-tree, t-t-t-tower	t t t t Draw the tower on the board, then write t next to it.	t Spot the new sound in the pack.	*Down the tower, across the tower*	t	Select 3 sounds you have taught children so far.	c-o-t cot g-o-t got t-a-p tap t-o-p top

Fast Track Tutoring

In Nursery and Reception the children who are making the slowest progress are identified and will begin daily One-to-One tutoring. We aim for all of the children to know all of the set 1 sounds and be able to blend and read 3 letter words by the end of Reception.

Staff also work with children who might have difficulty articulating particular sounds.

Grouping

The children's phonics learning begins in their first full week of Reception. The majority of the children will have whole class phonics sessions with their class teacher. The children who start Reception, knowing the set 1 sounds and are able to blend are put into a group and begin reading sentences straight away.

Read, Write Inc. 3-day Timetable (Green to Grey Books)

The below timetable is for children reading green to grey books. For Ditty and Red groups, the sessions consist of a daily speed sound session followed by reading a new photocopiable sheet or red book each day.

Phonics

(taught daily)

Speed Sound Session (refer to the cartoon strips at the beginning of the relevant RWI Handbook) - introduce the sound of the day.

Word Time - read words containing the sound of the day as well as practise reading words containing previously taught sounds.

1. New Words containing the day's sound. Read using : Special Friends/ Fred Talk/ Read the Word.
2. Review Words (pile of 6 word cards containing previously taught sounds). Chn read the words in this pile 3 times.

   1st time - Accuracy: Special Friends/ Fred Talk/ Read the word (no dots and dashes)
   2nd time – Fred in your head
   3rd time – Fred in your head but faster
3. Assessment – Alien Words. 3 cards that are changed daily: 1 card containing the sound of the day and 2 cards containing previously taught sounds. (1 new, 2 review)

Spelling – Children spell 5 words. 3 words containing the sound of the day and 2 words containing previously taught sounds.

Reading Activities

(taught on a 3-day rotation)

Day 1 - Accuracy	Day 2 - Fluency	Day 3 - Comprehension
• Read the focus sounds (circled graphemes) from the story book (point to the sounds on the chart) • Story green words, speedy green words and red words (on carpet) • Partner Practice at tables – speedy sounds, story green words and red words • Story introduction • First Read – children	• Daily Speed Sound session, including 5 spellings (4 new sound and 1 another) • Speedy green words at the carpet • Red word cards at the carpet • Partner practice at tables – speedy green words and red words • Second read - children	• Daily Speed Sound session, including 5 spellings (4 new sound and 1 another) • Partner Practice- speedy green words and red words • Think about the story • Third read children • Questions to talk about • Questions to read and answer (yellow, blue and grey)



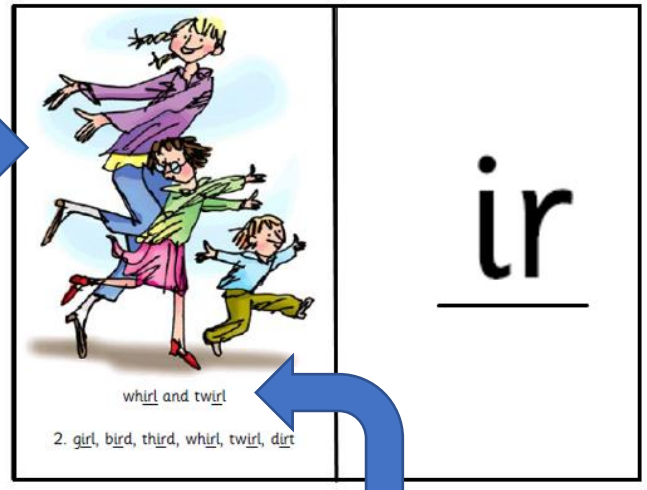
Further details on how to teach the Speed Sound Sessions and Reading Activities can be found in the RWI Handbooks.
Hard copies are available and interactive versions are on the Oxford Owl website:
https://www.oxfordowl.co.uk/

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Progression of Phonemes

When the children know all the Set 1 sounds and can confidently read words containing these sounds, they can progress to learning the Set 2 and then the Set 3 sounds. The Set 2 sounds (the long vowel sounds) consists of two or three letters that represent one sound. The Set 3 sounds comprise of alternative ways of writing the sounds they know, e.g. children will know the set 2 sound /ee/ and will be introduced to the alternative grapheme /ea/. They will also learn less commonly used phonemes such as /ire/.

1



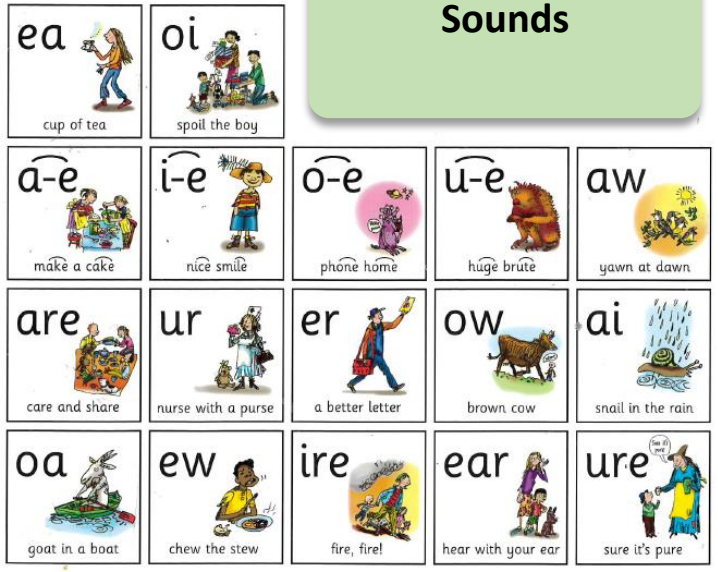
A picture prompt to remind the children of the phrase to help them remember the speed sound.

A short phrase made up of words containing the speed sound.

Set 2 Speed Sounds

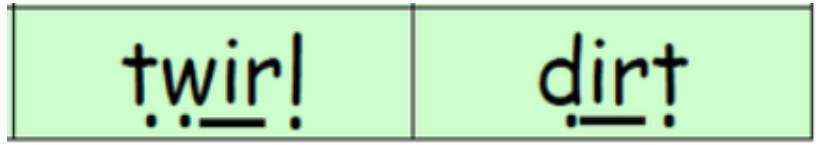


Set 3 Speed Sounds



2

After the children have learnt the sound, they progress to reading words (green words) and alien words (blue words) containing the sound. They use the following routine:
Special Friends/Fred Talk/Read the Word



Building Fluency and Developing Comprehension

The following activities are used in RWI sessions to build fluency and develop comprehension skills.

Activity	Purpose
Reading Story Green and Speedy Green Words (Decodable words) on the carpet	The teacher models how they meet the challenge of reading the words. They start with the hardest words, usually the longer words and words with a suffix. The teacher helps the children connect to the meaning of the words.
Red Words (Common Exception Words) on the carpet	Children are taught the Red Words for the story and review previously taught words. The teacher practises these with the children until they can read them speedily.
Partner Practice (Speed sounds, Story Green words, Speedy Green Words and Red words)	Children read the words using 'Fred in your head' rather than in separate syllables. After Partner Practice, the children say which words they found most challenging. They practise these words again.
First, Second & Third Read	First Read: The teacher checks children can read every word in the story. If accuracy is low on Day 1, they repeat the Day 1 activities on Day 2. Children must not go onto the second read until they can read every word in the story. The teacher will re-teach the words every day until the children can read the words confidently. Second Read: The teacher checks whether all the children can read most of the story without Fred Talk. Before the Second Read, the teacher models how to read more speedily and how to use 'Fred in your head' to read longer words. Third Read: The teacher checks children can read all of the words accurately and most words speedily, reading using a storyteller's voice.
Questions to Talk About & Questions to Read and Answer	Questions to Talk About: FF (Fastest Fingers) Children develop their ability to locate key words in the story to answer questions. HaT (Have a Think) Children develop their ability to infer meaning from a story to answer a question. Questions to Read and Answer: Working with their partner the children read, discuss and answer the questions.

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RWI Book Bag Books

The RWI Book Bag books match the sounds that the children know really well and the sounds the children are learning in school. Children read and reread these books at home to re-enforce the sounds they have been taught.
The books are changed once a week and are progressively more challenging.





Structure of the Book Bag Books

Story Green Words

airy spotlight garden

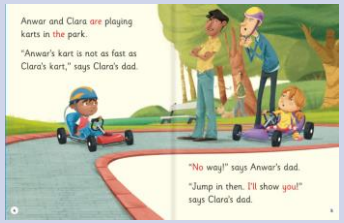
Children begin by practising to read words containing sounds they have been learning in school. These words will be in the book. They use the following routine to read them:
Special Friends/Fred Talk/Read the Word

Red Words

are the no I'll you he
to I I'm go

Next, children read red words. These are words that cannot be fully decoded. Children will need to read these by sight.

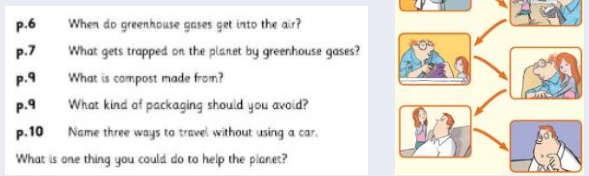
The Story



After reading the Story Green Words and Red Words, children can now begin reading the story.

Children read and reread the story to develop their fluency and understanding.

Retell the Story and Questions to Chat About



At the end of the book, the children use the pictures to retell the story from the beginning to end.
Then an adult reads the questions and asks their child to find the answers on the relevant pages.

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Destination Reader

Click on the topic to access information on our whole-class reading approach.

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Active Listening and Learning Behaviours

Lesson Outline

Progression of Texts

The 7 Strategies

Reading Walls

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What is Destination Reader?

Destination Reader is a whole-class approach to the teaching of reading. The aims of the programme are to:

-Encourage a love of reading
-Expose pupils to high-quality, age-related texts from a range of genres and authors
-Teach accurate word reading
-Build children's reading stamina
-Develop pupil's comprehension skills
-Improve pupil's communication skills

During Destination Reader lessons, pupils experience:

- Clearly taught reading strategies which develop their comprehension skills
- Explicit teaching of new tier 2 and 3 vocabulary
- High-quality modelling of reading to understand
- Opportunities to share their understanding through whole-class and partner practise
- 25 minutes of paired reading time
- Weekly 'Big Picture' comprehension sessions

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Destination Reader Lesson Outline

Structure of a DR Reading lesson	
Before reading **whole class** **15 mins**	**Introduce or revise lesson strategy / focus and stems.** (Introduce context of text / new vocabulary if needed)
	 **Model** strategy through **think aloud with displayed text.**
	 **Mixed ability partners** practising strategy.
Independent reading **25mins**	 **Partner or independent reading** focussing on strategy where possible. Teachers to monitor ratio of reading / talk so that children build up reading stamina on longer texts. Talk may be during reading or during a plenary. *Teachers to focus on specific children.*
After reading **5 mins**	**Celebrate** good use of the strategies Snapshot Clarify tricky vocabulary Children evaluate their use of the **learning behaviours.**

- **Context / knowledge / recap**
- **What we're learning and how we can be good at it**
- **Rules of engagement**

- **Modelling book talk – 'think alouds'**

- **Shared book talk – talk partners, key questions.**

- **Independent reading**
- **Checking – hearing and listening to children read**
- **Formative assessment – teachers listen to pupils reading**

- **Checking understanding – oral or written form**
- **Completing a selfie/snapshot plenary**

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The 7 Strategies

Strategy	Example Stems
Predicting	I wonder if I imagine I think * will happen
Clarifying	* is a tricky word so I I didn't understand * so I Let's reread because it didn't make sense.
Summarising	The headline would be In 10 words The main theme is
Questioning	Why do you think What if How do we know
Making connections	I know about this because I This reminds me of * because This character is similar to * because
Inferring	The word * tells me I think the mood is I think this character
Evaluating	The word/phrase * works well because I like the way the author uses * it makes me think about The sentence * has high impact because

Destination Reader lessons focus on teaching 7 core reading strategies. These strategies are modelled clearly by the teacher before being practised during the independent part of the lesson. Each reading strategy has accompanying 'stems' which support pupils in practising applying them. The 7 strategies ensure that our Reading lessons cover the National Curriculum for each year group.

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Active Listening and Learning Behaviours

A key element of Destination Reader lessons is the promotion of active listening. This is accomplished using a variety of techniques and strategies which promote pupils' active engagement. We avoid 'hands-up' questioning and instead use strategies, such as those outlined below, to encourage all pupils to take part in discussions. This is further developed through the Destination Reader 'Learning Behaviours'.

Learning Behaviour	Destination Reader Learning Behaviour stems		How did we do?
Support and actively listen to others			1 2 3 4
Use supportive facial expressions – nod, smile, agree. Bring quieter people into conversation look at the speaker, listen and respond to what was said	Support	Great reading, good thinking. I like the way you … when you read. You've really improved in… Which strategy might help you here? This is hard to think about. That's a good way to think about it. Would you like to offer an opinion? What do you think?	
	Active listening	Good point / idea. Oh yes / no! That's interesting– do you think so? I hadn't thought of that point. Can you explain further? Tell me more…	
Discuss and explain our ideas			1 2 3 4
Referring to text and giving extended answers (Point – Evidence – Explain)	I think this means that … because it says… This part suggests that …. because … My view is that … because in the book …. Two main reasons explain why I think that … Earlier we learnt that … therefore … On the one hand you could say … but on the other … is similar to ….. because ….. In my opinion …. because …. This character is ….. because ….. The main idea is that …. In summary / I conclude that … because …		
Building on other's answers	**Agreeing**	I agree with … because … Similarly … I'd like to build on / add to that point …. Adding to that point …	
	Disagreeing / challenging and offering alternative	In contrast … Alternatively …. It could be but…… I agree with some aspects of …'s point however Why do you think that? What evidence is there that backs up your point?	
	New idea	Have we considered? Another point I wish to make is … On reflection I no longer think that …..	
Take responsibility for our own/group's learning			1 2 3 4
ensure you took part, made sure everyone understood task and participated	Are we all clear on the key ideas? Does anyone feel they need some more explanation? We worked well today because we ……e.g. made sure we understood each part of the text before we moved on. We both / all took an equal part in the discussion today. Today didn't work well because …. Our target next time should be to …		

Examples of no hands-up techniques

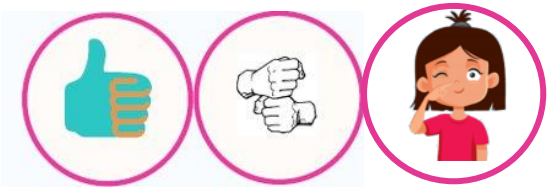
Visualise: pupils show their answer with a facial expression e.g. ____ *feels exuberant, what does that look like?*

Scaling: pupils hold up fingers to indicate a scaled answer e.g. *on a scale of 1-5, would you want to be ___'s friend?*

Lolly Sticks: used to choose pupils to answer verbally. Both partner's names are said and either partner can answer.

Thumbs up/down: pupils can show their response clearly e.g. *do you think __ will help __ in the next chapter?*

The teacher can then choose a child to elaborate on their reasoning e.g. *I can see that ___ is showing thumbs down, can you explain why?*



We embed the use of gestures within Destination Reader lessons to promote active engagement.

Pupils can indicate whether they agree, disagree or want to build on an answer.

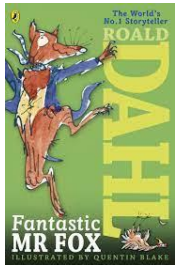
The teacher can then ask pupils to explain their ideas in more detail.

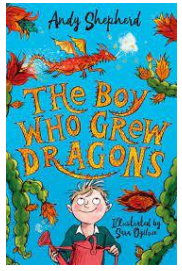
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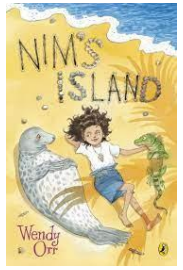
Progression of Texts

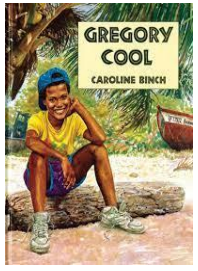
Key fiction texts taught in Destination Reader lessons throughout the year. The books are listed chronologically as they are taught. Pupils also read a range of non-fiction and poetry each term.

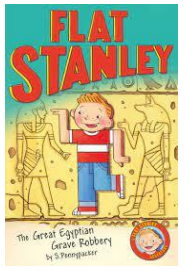
Year 3

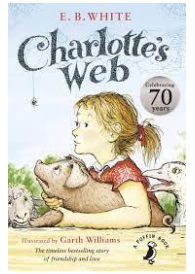




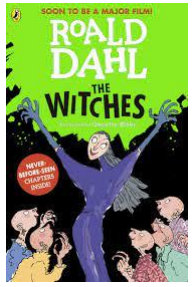


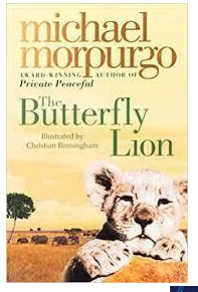


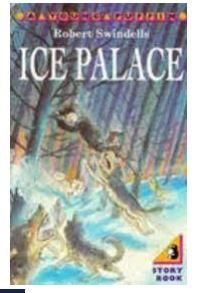


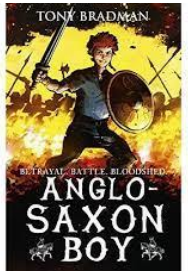


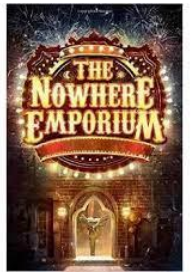
Year 4



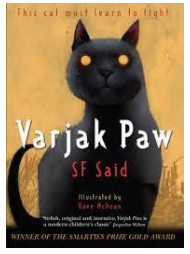




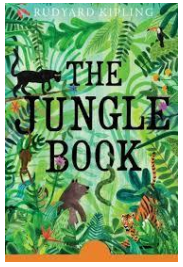


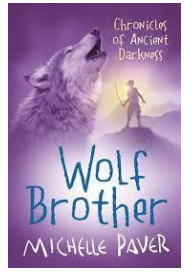


Year 5

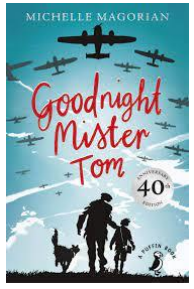


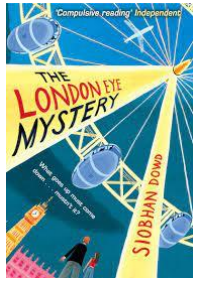


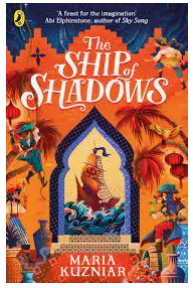




Year 6











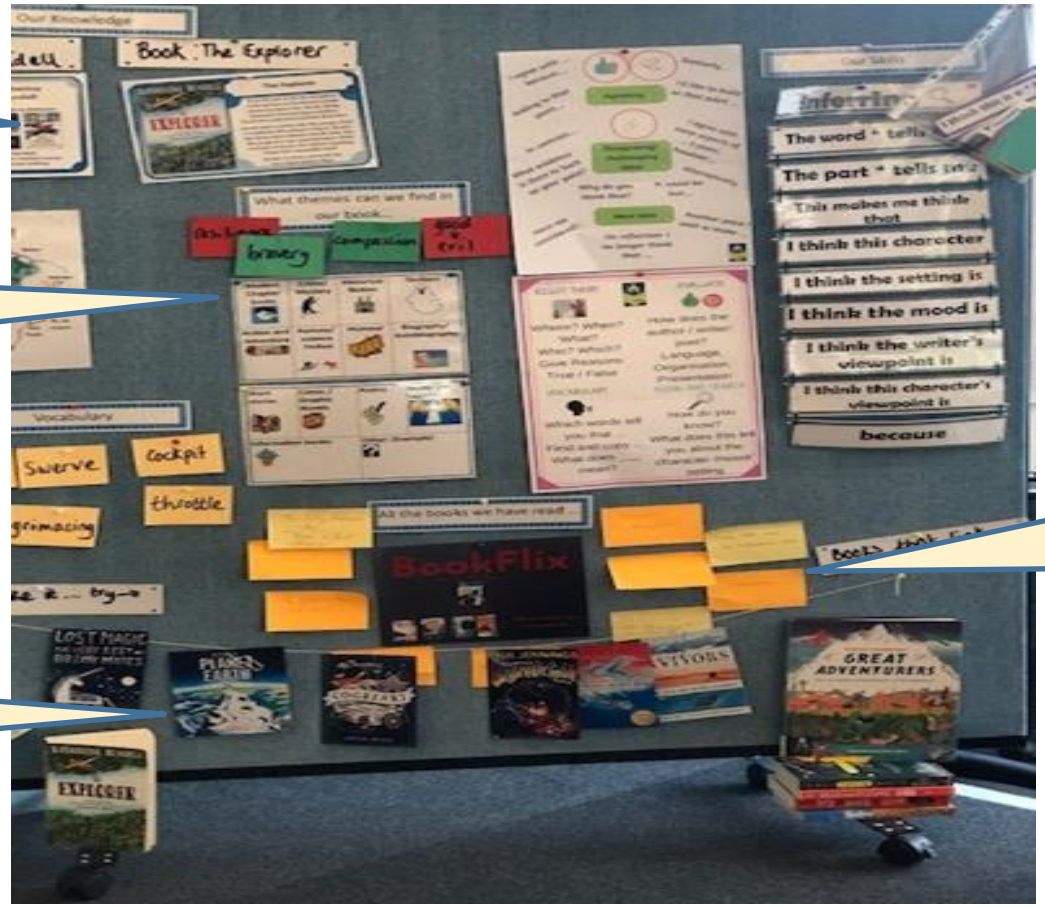
Reading Walls

In KS2, classroom reading areas aim to promote a love of reading by celebrating books. A part of this is the 'reading wall' which links directly to the class's learning in Destination Reader.

Book, context, author information

Collect new and interesting vocabulary from the story

'Washing line' – record of books you have read



Display your drop-down reading stems for that week/day

Children's input – opinions, predictions, theories, questions

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Progression of Skills – EYFS + KS1

Click on a curriculum area to see the progression of that skill across EYFS and KS1

Phonics and Decoding

Comparing, Contrasting and Commenting

Fluency

Words in Context

Understanding and Checking Inaccuracies

Inference and Prediction

Poetry and Performance

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Phonics and Decoding

Nursery	Reception	Year 1	Year 2
<u>End of Autumn Term</u> • Know all the associated vocabulary associated with Set 1 mnemonics e.g. jack in the box (/j/ phoneme) and pirate (/p/ phoneme) <u>End of Spring Term</u> • Read approximately 10 Set 1 sounds. <u>End of Summer Term</u> • Read approximately ½ the Set 1 sounds; blend sounds into words orally.	<u>End of Autumn Term 1</u> • Read single-letter Set 1 sounds. <u>End of Autumn Term 2</u> • Read all Set 1 sounds; blend sounds into words orally. <u>End of Spring Term 1</u> • Blend set 1 sounds to read words; read short Ditty stories (photo-copiables). <u>End of Spring Term 2</u> • Read Red Storybooks. <u>End of Summer Term 1</u> • Read Green Storybooks and some Set 2 sounds. <u>End of Summer Term 2</u> • Read Green or Purple Storybooks	<u>End of Autumn Term 1</u> Read Purple Storybooks; read some Set 2 sounds <u>End of Autumn Term 2</u> Read Pink Storybooks; read all Set 2 sounds. <u>End of Spring Term 1</u> Read Orange Storybooks; read some Set 3 sounds <u>End of Spring Term 2</u> Read Yellow Storybooks <u>End of Summer Term 1</u> Read Yellow Storybooks; read all of the Set 3 sounds <u>End of Summer Term 2</u> Read Blue Storybooks and all the Additional sounds	<u>End of the Spring Term</u> Read Blue and Grey Storybooks with increasing fluency and comprehension. Read common suffixes Read exception words, noting unusual correspondences Read most words quickly & accurately without overt sounding and blending <u>End of the Spring Term</u> Access RWI Comprehension programmes continuing to develop the above skills <u>End of the Summer Term</u> Access Destination Reader continuing to develop the above skills

Fluency

EYFS	Year 1	Year 2
<u>ELG: Word Reading:</u> • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	• To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. • To reread texts to build up fluency and confidence in word reading.	• To read aloud books (closely matched to their improving phonic • knowledge), sounding out unfamiliar • words accurately, automatically and without undue hesitation. • To reread these books to build up fluency and • confidence in word reading. • To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.

Understanding and Checking Inaccuracies

EYFS	Year 1	Year 2
<u>ELG: Comprehension:</u> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	• To check that a text makes sense to them as they read and to self-correct.	• To show understanding by drawing on what they already know or on background information • and vocabulary provided by the teacher. • To check that the text makes sense to them as they read and to correct inaccurate reading.

Comparing, Contrasting and Commenting

EYFS	Year 1	Year 2
N/A	• To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. • To link what they have read or have read to them to their own experiences. • To retell familiar stories in increasing detail. • To join in with discussions about a text, taking turns and listening to what others say. • To discuss the significance of titles and events.	• To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. • To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. • To discuss the sequence of events in books and how items of information are related.

Words in Context

EYFS	Year 1	Year 2
<u>ELG: Comprehension:</u> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	• To discuss word meaning and link new meanings to those already known.	• To discuss and clarify the meanings of words, linking new meanings to known vocabulary. • To discuss their favourite words and phrases.

Inference and Prediction

EYFS	Year 1	Year 2
<u>ELG: Comprehension:</u> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	• To begin to make simple inferences. • To predict what might happen on the basis of what has been read so far.	• To make inferences on the basis of what is being said and done. • To predict what might happen on the basis of what has been read so far in a text.

Poetry and Performance

EYFS	Year 1	Year 2
ELG: Being Imaginative and Expressive: • Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others	• To recite simple poems by heart.	• To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.

Progression of Skills – KS2

Click on a curriculum area to see the progression of that skill across KS2

Phonics and Decoding

Prediction and Inference

Authorial Intent
(Evaluating)

Discussing Reading

Understanding
(Clarifying, Question, Summarising)

Non-Fiction and Poetry

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Phonics and Decoding

Year 3	Year 4	Year 5	Year 6
Pupils are taught to: • Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). • Apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- • Apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*	Pupils are taught to: • Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. • Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.	Pupils are taught to: • Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • Apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*	Pupils are taught to: • Read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

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Authorial Intent (Evaluating)

Year 3	Year 4	Year 5	Year 6
• To discuss authors' choice of words and phrases for effect. • To identify words which stand out to them e.g. particular adjectives to describe a character and begin to discuss why. • To share their opinion on a text clearly with reasons. • To notice phrases which help the reader imagine a scene. • To discuss how authors choose adjectives to develop characters. • Begin to identify how language, structure, and presentation contribute to meaning	• Discuss vocabulary used to capture readers' interest and imagination. • To identify words and phrases which stand out to them and explain why. • To explore how authors create characters through word choices and discuss why. • To begin to consider the author's viewpoint. • To begin to assess the effectiveness of a text, giving their opinion with some justification. • To identify taught figurative language techniques in texts – similes, metaphors, alliteration and discuss their use. • To begin to explore how authors create mood and build settings through word/phrase choices. • Identify how language, structure, and presentation contribute to meaning	• To discuss vocabulary used by the author to create effect taught including figurative language – similes, metaphors, alliteration, hyperbole. • To explain how authors create characters through descriptions and speech, and consider how and why this triggers a response in the reader. • To discuss the author's viewpoint and potential intent. • To explore how authors create mood, emotion and tension through word/phrase choices and sentence structures. • To assess a text on its effectiveness. • To explain why they like or dislike descriptions and other techniques in a text, with justification. • To evaluate how a text's language, structure and presentation contribute to its meaning and effectiveness.	• To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. • To evaluate how a text's language, structure and presentation contribute to its meaning and effectiveness • To discuss the author's viewpoint and potential intent or bias. • To explore how authors create mood, emotion and tension through word/phrase choices and sentence structures, discussing how this impacts the reader. • To assess a text on its effectiveness, providing clear reasoning. • To express their opinion on particular passages in a text, referring to authorial techniques and their effectiveness. • To evaluate how a text's language, structure and presentation contribute to its meaning and effectiveness.

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Understanding (Clarifying, Questioning, Summarising)

Year 3	Year 4	Year 5	Year 6
• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking simple questions to improve their understanding of a text • Identifying main ideas drawn from one or more than one paragraph and summarising these • Begin to distinguish between the important and less important information in a text • Give a brief verbal summary of a story • Recognise when they do not understand a word, stop and use taught strategies to work out the meaning. • Begin to notice when they need to re-read a passage to make sure they understand.	• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking clear questions to improve their understanding of a text • Identifying main ideas drawn from more than one paragraph and summarising these in a clear way • Identify themes from a wide range of books • Summarise whole paragraphs, chapters or texts • Be able to summarise in different ways e.g. provide a headline, 10 words or less, the key idea is… • Recognise when they do not understand a word, stop and use taught strategies to work out the meaning. • Notice when they need to re-read a passage to ensure their understanding.	• Checking that the text makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking clear, open questions to improve their understanding • Summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas • Provide clear, concise summaries • Stop and clarify the meaning of new words in context using taught strategies • Re-read passages when needed to clarify meaning • Discuss the themes or conventions from a chapter or text • Identify themes across a wide range of writing	• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Asking clear, open questions to improve their understanding • Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas • Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text • Make comparisons across different books. • Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs. • Provide clear, concise summaries of more than one paragraph • Stop and clarify the meaning of new words in context using taught strategies • Re-read passages when needed to clarify meaning

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Prediction and Inference

Year 3	Year 4	Year 5	Year 6
• To make reasonable predictions based on what they have read • To justify predictions using evidence from the text • Use relevant prior knowledge to help them justify predictions • To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence from a specific point in the text	• To make increasingly reasonable predictions based on details stated and implied • To justify their predictions using evidence from the text with increasing accuracy and precision • To monitor their predictions and compare them with the text as they read on • To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. • To structure their answers clearly with a point and evidence • Begin to use more than one piece of evidence to justify an answer	• To make predictions based on details stated and implied, justifying them in detail with evidence from the text. • To provide clear reasoning for their predictions using direct quotes from a text. • To confirm and modify their predictions as they read on • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • To structure their answers clearly with a point, evidence and explanation • To provide evidence for their inferences using quotes from the text • Use figurative language to infer meaning • Give one or two pieces of evidence to support the point they are making • Begin to draw evidence from more than one place across a text	• To make predictions based on details stated and implied, justifying them in detail with evidence from the text. • To provide clear reasoning for their predictions using direct quotes from a text with increasing accuracy and precision. • Confirm and modify predictions in light of new information. • To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters) • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Discuss how characters change and develop through texts by drawing inferences based on indirect clues • Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. • Draw evidence from different places across the text

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Discussing Reading

Year 3	Year 4	Year 5	Year 6
• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	• Recommending books that they have read to their peers, giving reasons for their choices • Participate in discussions about books, building on their own and others' ideas and challenging views courteously • Explain and discuss their understanding of what they have read, including through formal presentations and debates, • Provide reasoned justifications for their views	• Recommending books that they have read to their peers, giving reasons for their choices • Participate in discussions about books, building on their own and others' ideas and challenging views courteously • Explain and discuss their understanding of what they have read, including through formal presentations and debates, • Provide reasoned justifications for their views

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Non-Fiction and Poetry

Year 3	Year 4	Year 5	Year 6
• To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. • To begin to use appropriate intonation and volume when reading aloud • To retrieve and record information from non- fiction texts	• To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). • To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud • To use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information • To use dictionaries to check the meaning of words that they have read	• To continually show an awareness of audience when reading out loud using intonation, tone, volume and action • To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	• To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. • To retrieve, record and present information from non-fiction texts • To use non-fiction materials for purposeful information retrieval

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Assessment in Reading

EYFS + KS1

- RL assesses pupils each half-term. Pupils are then placed in homogenous groups and given books that match their phonological knowledge.
- All pupils are heard reading in every RWI lesson.
- Those pupils identified as needing extra support are heard daily by the class teacher or an LSA.
- Pupils working below the expected standard receive 1:1 tuition.
- Teachers listen to all the children in their class read each half-term.

KS2

- Class teachers listen to pupils reading during Destination Reader lessons, either individually or as part of a small group
- All pupils are heard fortnightly.
- Those pupils identified as needing extra support are heard daily by the class teacher or an LSA.
- Teachers complete an individual reading record to formatively assess pupils' reading
- Target Tracker is used to record pupils attainment of objectives.
- Pupils complete a diagnostic reading assessment during the Spring term, to identify gaps and inform planning.

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Additional Provision

At Aylward, we provide additional support to those children who have fallen behind their age-related expectations.

Additional Readers
The lowest attaining 20% of pupils read with an adult every day.

Phonics Interventions in KS2
Pupils assessed as needing further phonics input in LKS2 are provided with targeted phonics intervention groups. They receive this intervention at least 4 times per week.

Phonics Virtual Classroom
This online resource is used to provide pupils with further practise of taught phonics skills at home or in the classroom.

Phonics 1:1 Tutoring
Pupils who are not on-track to meet age-related expectations are provided with additional 1:1 fast track tutoring as part of the Read, Write, Inc. programme.

Fresh Start Interventions in KS2
Pupils assessed as needing further phonics input in UKS2 are provided with targeted phonics intervention groups using the Fresh Start programme, which suits older readers. They receive this intervention at least 4 times per week.

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Reading for Pleasure

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At Aylward, we want all our pupils to develop a love for reading. We strive to provide opportunities and experiences which promote reading across our school.

Library

We have an excellent, well-resourced library which is regularly updated with new and exciting texts. All classes visit the library once a week. We also host an 'Open Library' for pupils and parents each week, run by student librarians

Classroom Reading Areas

All our classrooms have a dedicated reading area which have been stocked with high-quality texts covering a range of authors, genres and backgrounds. Stories read as a class are added to book corners to promote re-reading.

Author Visits and Workshops

We regularly organise author visits at Aylward to raise the profile of reading and excite children about books. Recent visits include John Dougherty and Stewart Ross. We also take part in virtual author visits.

Reading Events

Throughout the year, we host exciting events which promote a love of reading. Recent events include 'Bedtime Stories' in EYFS and KS1 and a 'Book Cinema' in KS2. We also celebrate national events such as World Book Day and Poetry Week.

Story Time

Every year group has a dedicated story time slot (daily in EYFS and KS1, 4 x week in KS2). This is a time for classes to enjoy the pleasure of reading a book together and really raises the profile of reading in our school.