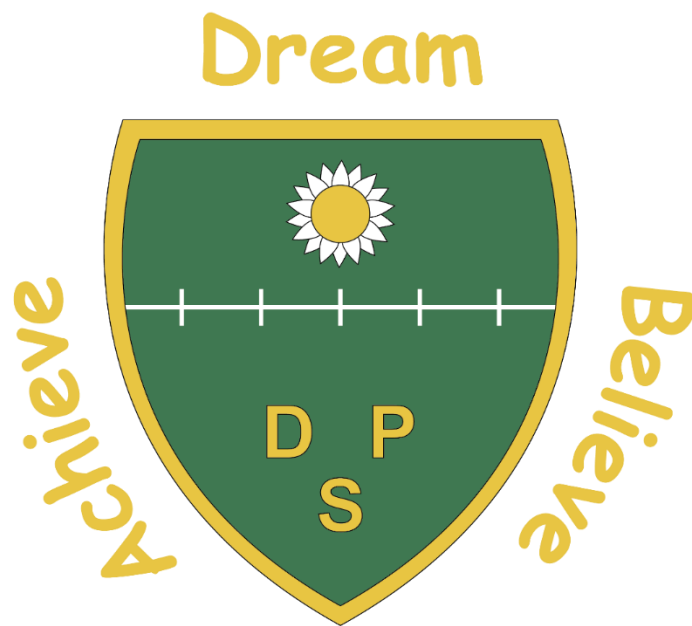


Daisyfield Primary School



Reading Policy

2024-2025

Intent

At Daisyfield Primary School we value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers. We understand the importance of reading and the process of developing pupils into independent learners.

We aim to:

- Instil a passion and love for reading in pupils, which they will carry on throughout their education and later in life.
- Enable pupils to read across the curriculum with fluency, accuracy, understanding and enjoyment.
- Create reading opportunities across all areas of the curriculum to make it meaningful and relevant.
- Ensure that all pupils acquire a wide vocabulary and an understanding of grammar for reading, writing and spoken language.
- Enable every pupil to learn to read, regardless of their background, needs or abilities.

Developing a culture of reading at Daisyfield is fundamental to the progression of the children not only in reading but across all other subjects.

School will place a high value on reading by:

- Ensuring classrooms have a dedicated book corner with a range of fiction and non-fiction texts.
- Daily reading aloud of class novel. Pupils will be familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.
- Ensuring stories, poems, rhymes and non-fiction chosen for reading, develop pupils' vocabulary, language comprehension and love of reading.
- Pupils being provided with regular opportunities to visit the school library.
- Promoting reading at home through our reading badge prizes and displaying winners in the classroom.
- Hosting events to promote reading including World Book Day and author visits.
- Library loan topic boxes are used in classes each term to support reading related to a particular topic.

Implementation

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum 2013 and in the Statutory Framework for the Early Years Foundation Stage 2023.

In the Foundation Stage (reception and nursery) children are given opportunities to:

- Speak, listen and represent ideas in their activities.

- Use communication, language and literacy in every part of the curriculum.
- Become immersed in an environment rich in print and opportunities to communicate.
- An interest in books is developed by sharing songs, stories and rhymes, fostering opportunities to talk and re-enact stories or follow children's interests through information books.

In Key Stage 1 (years 1 and 2) children learn to:

- Speak confidently and listen to what others have to say.
- Learn to read independently.
- Use language to explore their own experiences and imaginary worlds.

In Key Stage 2 (years 3 to 6) children learn to:

- Change the way they speak to suit different situations.
- Read a range of texts and respond to different layers of meaning in them.
- Explore the use of language in range of texts and learn how the structure of language works.

Teaching and Learning Agreed Procedures

Strategies Taught to be a Successful Reader

Through our reading curriculum, we ensure pupils have the opportunity to practise and apply the following skills:

- Decoding / phonics
- Patterns and rhymes
- Comprehension and understanding
- Prediction, deduction and inference
- Intonation and expression
- Punctuation and grammatical features

EYFS

In the Early Years Foundation Stage, the children are consistently exposed to reading and language. General reading within EYFS is developed through continuous provision activities such as 'reading detectives' where they hunt for different words pinned up on the unit. Within EYFS, there is a dedicated reading area which has rhyming and reading activities linked to phonics learning.

Within teachers' weekly planning, learning objectives are specific to reading and speaking and listening and these are taught through adult guided activities, whole class carpet sessions and through child-initiated activities. The children also have a daily phonics session (please refer to our phonics policy for more information).

All children in EYFS will have 1:1 reading sessions with an adult and also a book to take home to share with parents. In Little Daisies, the children begin with phase 1 picture books from the Oxford Reading Tree or a book of their choice which can be read to them by an adult. This helps develop communication and language skills. In Reception, decodable readers are sent home which directly match the sounds taught that week.

Guided reading starts in the summer term as part of the transition into Year 1. Teachers use a criteria sheet to assess their ongoing learning and skills development (see appendix 1). The daily timetable for Reception and year 1 includes:

- a story time
- a poetry/singing time
- one or more phonics sessions.

For more information please refer to the EYFS policy

English Planning

Teachers always following sequence when planning and delivering units of work. In both key stage 1 and 2, teachers use Lancashire English Planning Units which are linked to a text. The unit of work and texts are allocated to a class due to the nature of some of our mixed age classes so that they are not repeated (see appendix 2)

Throughout the reading phase of the literacy journey, the children undertake tasks to deepen their understanding of the text which can be done before reading, during and also after reading.

Teachers should also follow the reading to writing teaching sequence. Examples of how reading skills can be linked to writing can be found in appendix 3.

Guidance for English Unit Planning

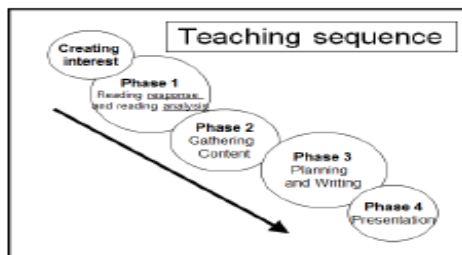
Key Learning

The *Key Learning in Reading* and *Key Learning in Writing* documents reflect complete coverage of the National Curriculum for English and provide the basis for constructing a unit of English. These frequently need breaking down further to form lesson objectives.

The Teaching Sequence

A suggested unit outline follows the teaching sequence:

- Creating Interest
- Reading:
 - Reading and responding
 - Reading and analysing
- Gathering content
- Writing
- Presentation



The amount of time spent in any one phase needs to be tailored to the needs of the class.

Cracking comprehension is taught every two weeks as a lesson of English. Daily phonics lessons take place in EYFS, key stage 1 and for some children in key stage 2 following Letters and Sounds.

Key Stage 1

In key stage 1, the emphasis is on developing pupil's interest and pleasure as they learn to read independently and with confidence. They focus on words and sentences and how they are put together to form texts. They bring meaning to the texts they read and say what they like or dislike about them. Both fiction and non-fiction texts are used for shared reading. Teachers will model a range of teaching strategies, including the identification of sentence structure and function of punctuation marks, give pupils opportunities to practice phonic skills and word recognition in context.

In key stage 1 the teaching of reading will include:

- Explicitly taught and planned sessions.
- Speaking and listening activities including role play, pair talk, hot seating and drama in order to prepare the pupils for the writing process.
- Word level work with explicit teaching of phonics and spelling.
- Text level work using a range of genres will develop comprehension and composition skills and the understanding of print.
- Immersion in a print rich environment that promotes a reading culture and develops speaking and listening.

Key Stage 2

At key stage 2 pupils meet a wider range of texts and teaching focuses on developing pupils' reading skills, e.g. generalising and making inferences by drawing evidence from the text. Children should learn to change the way they speak to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literacy and non-literacy texts and learn how the structure of language works.

In key stage 2, the teaching of reading will include:

- Explicitly taught and planned sessions.
- Genre overviews to identify the success criteria of each unit of work (Lancashire Unit Plans) and weekly planning tailored to the needs of the children. See English curriculum map appendix 2.
- Word level work with explicit teaching of spelling strategies and rules and phonics where required.
- Sentence level work led by quality texts to develop grammatical awareness and punctuation skills.
- Text level work involving a range of genres to develop comprehension skills.
- A range of text types.
- Immersion in a print rich environment that promotes a reading culture and develops speaking and listening.

Accelerated Reader

Accelerated Reader helps create a culture of reading through choice. It is for the children to access suitable texts at home and to complete the quizzes. Accelerated Reader quizzes can be completed during SODA time. In the KS2 Library area there is an Accelerated Reader Display. Year 6 children are to maintain this display. Its purpose is to show the number of words read within each class. Accelerated Reader Certificates are to be handed out in class at the end of the day.

End of Day Reads

When teachers read aloud to a class, they try to replicate for children what it feels like to have someone's undivided attention while sharing a story. It is not just the number of different stories children listen to that matters. On each re-reading, their familiarity with a story deepens and, with that, comes a greater emotional engagement. Every class timetables in an end of day book read every day. It involves the teacher reading a text, using the visualiser and following the text with their finger (it should not be a video of someone reading a text on the screen). End of the day book could be done at a different time, especially for KS2 but is about reading for enjoyment and modelling.

Book corners

The books themselves are the most important aspect of any book corner. It should be the words of the stories and not the props that transport children to different worlds. Ideally, every book corner should be a mini-library, a place for children to browse the best books, revisit the ones that the teacher has read to them, and borrow books to read or retell at home. Every child should be able to spend time in their book corner. The focus should always be on what would make the biggest difference to children's reading habits, including:

- not displaying too many books at once
- refreshing the display
- making the books attractive and easy for children to find.

The more choice that is presented, the less children are likely to engage. Ideally, books the children have listened to recently should be displayed at their eye level on outward-facing shelves. Children could be involved in returning books to the central library or other area, so that they can see that their book corner is being refreshed and replenished. A book that is dull and dog-eared should be removed, unless it is particularly well loved. *Dictionaries should not be in book corners, they should be on the desks being easily accessible and used often by the children.*

For more information please refer to the writing and phonics policy.

Guided Reading

Key Stage 1

For the first half term, Year 1 teachers to model guided reading skills whole class.

KS1 use the carousel approach for guided reading. In week one, some groups will complete activities in their reading journals linked to their class novel, home reading or library book to enable them to complete their pre-read with an adult before starting their guided reading book.

Day 1 - the children do pre-read questions

Day 2 - GR with the Teacher, where the T starts off discussing the pre-read questions with the children and appropriate answers. Writing **VF** in the books.

Day 3 - children answer post-read questions **with a TA.**

Day 4 - **Comprehension**

Day 5 - reading for pleasure

It is expected that guided reading books will be the same level as their home reading books and children will be grouped according to their reading ability.

Updated:

The carousel is as follows:

	Group 1	Group 2	Group 3	Group 4
<u>Groups/Days</u>	Book and stage	Book and stage	Book and stage	Book and stage
<u>Monday</u>	<u>Post – read Questions TA work</u> Reading comprehension	<u>Comprehension –</u> with chn to up level and mark post read questions – reading comp (with TA) reading comprehension with TA	<u>Pre - read Questions</u>	<u>Guided Read Teacher</u> Go through pre – read questions and mark Pre-read and read together with teacher
<u>Tuesday</u>	<u>Comprehension –</u> with chn to up level and mark post read questions Reading comprehension	<u>Pre - read Questions</u>	<u>Guided Read Teacher</u> Go through pre – read questions and mark	<u>Post – read Questions TA work</u>
<u>Wednesday</u>	<u>Pre - read Questions</u>	<u>Guided Read Teacher</u> Go through pre – read questions and mark	<u>Post-read questions TA work</u>	<u>Comprehension</u> Chn to complete a comprehension activity linked to the story
<u>Thursday</u>	<u>Guided Read Teacher</u> Go through pre – read questions and mark	<u>Post-read questions TA work</u>	<u>Comprehension</u> Chn to complete a comprehension activity linked to the story	<u>Pre - read Questions</u>
<u>Friday</u>	Reading for Pleasure			

Key Stage 2

KS2 follow a whole class approach to guided reading. The text should be challenging and aimed at moving the children's reading on.

Guided reading sequence is as follows:

Monday	Vocabulary work
Tuesday	Read the text
Wednesday	AF questions to be answered in reading journals
Thursday	Marking / Upskilling answers

One group is marked in detail each week by the teacher so personalised feedback can be given and this can then help to inform teacher assessment by the end of the half term. (Chestnut class – it is at the teacher's discretion as to whether KS1 carousel is used for the first part of the year, or whether it is KS 2 whole class guided reading, depending on the cohort for that year)

Guided reading planning should be saved on the Teams Drive in Planning. Please see appendix 5 for an example of guided reading planning in KS2.

We have a whole school signal to alert children to listen.

- EYFS - bell - to stop the whole unit ("wiggle your fingers" adult do it and children to copy adult- when in small group or on carpet in class)
- KS1 - teacher to call out "1, 2, 3" children respond "Look at me."
- KS2 - teacher does a pattern of claps and children copy/respond

Home Reading and Parental Involvement

It is expected that children will read at home at least three times a week and have their reading log signed by an adult each time they read.

Children that read regularly at home are rewarded with badges:

- 10 weeks = bronze award
- 14 weeks = silver award
- 18 weeks = gold award

Awards are given out in the weekly celebration assembly and children are displayed on the reading award displayed in their class.

Listening to children read and addressing misconceptions – books being given home are matching of ability to the child or phoneme being covered (through all year groups). Accurate decoding is assured before children move on to read a new book. The meaning of new words are explained to children to increase their vocabulary and accelerate their

reading of words 'at a glance'. Children, from the earliest stage, re-read books to practise and improve their fluency.

All parents with children in EYFS and key stage 1 will have the opportunity to take part in phonics training so that they understand phonics and can support their children at home with their phonics development. Parents are informed about the phonics programme: what is taught; how they could provide extra practice to develop accuracy and fluency; how the school will support children to keep up from the start through extra practice.

All children in all classes are listened to reading 1:1 with an adult once a week. The bottom 20% of children in each class are listened to 2 extra times a week.

The bottom 20% consists of those children who did not pass the phonics screening test in year 1, children who are working at 1 year or more behind their ARE and those children who do not get listened to reading at home.

Assessment

Teachers continually assess children's reading during 1:1, guided reading and during the reading phase in English lessons. Every term, every child's reading skills will be assessed against the year group expectations for their age using the Daisyfield reading assessment documents (see appendix 6).

Forms of assessment that are used to support teacher assessment are:

- Progress during guided reading and against assessment focuses
- End of KS1 and KS2 SATS
- Book band levels
- NFER reading assessments-Reading comprehension is not assessed until a child is a fluent reader (on phase 2, possibly phase 3 or SEN). In Year 1 children will be assessed in Spring. The teacher is to discuss any child they feel should be exempt from this with Reading Lead and member of SLT.
- Phonics screening and tracking
- 1:1 reading with children
- Evidence in reading journals and EYFS learning journals

Each teacher will then be able to gauge the child's strengths, areas for development and the progress made, and use this to plan for future progression. The school's assessment trackers are updated termly.

Where children make insufficient progress, extra efforts are made to provide them with extra practice and support. Early interventions from EYFS through to KS2 consist of Speech and Language programmes (Wellcomm, Time to Talk, Kickstart and Ted Talk), Fast Track Phonics and Bounce Back Phonics.

Close and regular assessment of children as they learn to read is vital if teaching is to match their capacity to learn and if difficulties are to be identified when they first arise, and overcome. (Using the Daisyfield reading assessment alongside marking from GR and annotating plans for GR and phonics to be informative). Individual records of progress – not simply group records – are vital, particularly for children who are at risk of not meeting the expected standard of the phonics screening check and failing to learn to read.

For more information please refer to the assessment policy.

Inclusion

Daisyfield Primary School actively encourages all children to read books that are suitable for their reading ability. We aim to provide for all children so that they can achieve as highly as they can in English and we will identify any pupils who are underachieving and take steps to improve their attainment.

All children have equal access to the curriculum as expressed in our SEND and Equal Opportunities Policy. We will ensure that reading is accessible to pupils by:

- Setting suitable learning objectives.
- Responding to the variety of learning styles.
- Overcoming potential barriers of individuals and groups.

In order to engage all children, cultural diversity, home language and religious beliefs are celebrated. Our curriculum includes a wide range of texts which represent the diversity and different backgrounds.

Children who begin school with a poor understanding of language need considerable support to develop their spoken language. For children who begin school with a poor understanding of language, being able to decode words is essential for equality, because their understanding of language, their vocabulary and their knowledge of the world will expand rapidly when they can read for themselves. At Daisyfield we achieve this through Quality First Teaching and key vocabulary is identified throughout our adaptive curriculum.

If pupils' reading is below what is expected for their age, it is important to determine whether they have difficulty with word reading (decoding), language comprehension or both of these, since different kinds of teaching are needed for each.

More Able and Talented

At Daisyfield we identify our More Able and Talented children using our Daisyfield Assessments. We identify those children who are working above ARE. We meet the needs of these children by planning for specific questioning opportunities which require Higher Order Thinking Skills.

In Reading we have identified 5 characteristics of the most able which are as follows:

- Understanding inference and demonstrating high levels of empathy and understanding of characters and situations
- Knowing how to select carefully from their own vocabulary and knowledge of language to achieve their purpose and engage their readers.
- Appreciating how the effect on the reader has been achieved by the writer
- Understanding the nature of language and showing a special awareness of features such as rhyme, intonation or accent in spoken language, and the grammatical organisation of written texts.
- Using higher order skills to compare and synthesise information from a wide range of different sources.

Impact

At the end of their journey at Daisyfield, our aim is for the children to be competent readers who can recommend books to their peers, have a thirst for reading a range of genres and participate in discussions about books. They can also read books to enhance their knowledge and understanding of all subjects across the curriculum.

Monitoring

The reading subject leader alongside the Senior Leadership Team is responsible for:

- Ensuring continuity and progression from year group to year group.
- Providing all members of staff with guidelines and a scheme of work.
- Advising and supporting colleagues in the implementation and assessment of reading throughout the school.
- Monitoring the quality of teaching and learning in reading across the school.

The class teacher is responsible for:

- Ensuring progressing in the acquisition of reading skills with due regard to the National Curriculum.
- Developing and updating skills, knowledge and understanding of reading.
- Keeping appropriate on-going records
- Planning effectively for reading, liaising with phonics leader when necessary.
- Informing pupils and parents of their progress, achievements and attainment.

Together, the headteacher and the literacy lead should agree on:

- the detail of their roles
- expectations and assessment of progress for each age group
- timetables for phonics, reading and writing sessions, and story times

- the best organisation of teaching spaces and resources
- extra practice for the children who are making the slowest progress
- systems to tackle any poor attendance and punctuality of the children who need the most support
- a timetable for practice and coaching for teaching staff

Reading Subject Lead – Sadie Nickson

Head Teacher – Lisa Banks

Deputy Head Teacher – Nicola Stewart

Writing Lead and English overview – Mubeen Ainarkar

EYFS Lead – Sadie Nickson

Review date: Sept 2025

Appendix 1: EYFS Guided Reading Planning

Daisyfield Primary	RECEPTION	GUIDED READING RECORD			Text:	Date:
Highlighted areas of particular focus below – Select and highlight questions posed.						
ELG – Reading - Expected Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read		ELG – Reading - Exceeding Children read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read		ELG – Speaking – Expected Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.		ELG – Speaking – Exceeding Children show awareness of listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often they use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events,
S – I am beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). R - I can handle books carefully. R – I can hold books the correct way up and turns pages R - I can follow the text from left to right. R - I can continue rhyming string R - I can link sounds to letters. R - I can name and sound letters of the alphabet. R - I can hear and say sounds in the order in which they occur. R – I begin to read words and simple sentences. What does that word say? Can you point to this sound/word? Can you use the picture to guess what that word might say? Can you read part of your book aloud? What do you think this word means? Can you sound that word out? How many sounds can you hear in that word?	S – I can use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences S - I can use words to role play experiences. S - I can use talk to organise and order my ideas. R – I can listen to stories with increasing attention and recall R – I can describe main story settings, events and principal characters R- I can use vocabulary and forms of speech that are increasingly influenced by their experiences of books. What happened at the beginning? What happened when....? Did the story have a happy ending? Why? What are the main ideas of the text? Can you retell what has happened? How did this character behave? What can you tell me about the picture?	S – I can question why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i> R – I can join in with repeated refrains and anticipates key events and phrases in rhymes and stories R – I can show an interest in illustrations and print in books and print in the environment What is happening in the picture? What might happen next? How is the character feeling?	S - I can use a range of tenses (e.g. <i>play, playing, will play, played</i>) S – I can use intonation, rhythm and phrasing to make the meaning clear to others S – I can extend my vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. R – I am beginning to be aware of the way stories are structured R – I can suggest how the story might end Why is the writing in bold? What is the contents page for? What is a caption? What type of text is this? What does ...do? (exclamation mark, comma) What is the function of ... (heading, sub-heading, diagram) Give two features that tell you it is a formal letter/diary. How do you think this story will end?	S - I can retell a story in my own words. S – I can link statements and stick to a main theme or intention R – I can show awareness of rhyme and alliteration R – I can listen to and join in with stories and poems, one-to-one and also in small groups Can you tell me which words sound the same? What do you think this word / phrase means? What does that word / phrase make you feel? What does that word or phrase tell you about the character/ setting? Which words tell you how the character spoke? Can you find any words that tell you when ... happened? Why do you think these adjectives/ adverbs were used? (huge, tiny) (loudly, gently)	R – I know information can be relayed in the form of print R - I enjoy listening to a range of stories and tell you something about them R – I know that information can be retrieved from books What did you like/dislike about this story? How did the story make you feel? What was the best part of this story? Why? What did you think about the way ... was described? What would you ask the author? What is this text telling us about? What do you think the author wanted you to think about ...? Does the writer like.... how do you know? Why did the author write ...?	S- I can build up vocabulary that reflects the breadth of my experiences R – I can recognise familiar words and signs such as own name and advertising logos Did you like this book more or less than ... (by same author)? What time is this story set in? In what place does this story take place? Do you know other stories that are about...? What does this story remind you of? How would you feel if you were treated like...? How would you feel if ... happened to you?
Names	Comments – What did you do well? Strengths and progress since last session.			Words/Phonics to focus on in class.	Next steps for child:	

Appendix 2: English Long-Term Plan – Can be found at:

Staff Shared\Curriculum\English\ENGLISH – Writing\English Curriculum Mapping 2020/2021

ENGLISH UNITS CURRICULUM MAPPING						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Beech Class Year 1 (Teaching to Year 1 Expectations)	Penguins, Possums and Pigs	Fire! Fire!	Growth and Green Fingers	Family Album	The Great Outdoors	Robots
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Birch Class Year 1 and 2 (Teaching to Year 2 Expectations)	The Place Where I Live Narrative: Stories with Familiar Settings (3-4 weeks) Suggested Texts: The Jolly Postman by Janet and Allan Ahlberg. Katie Morag by Mairi Hedderwick. Non-fiction: Non-Chronological Reports (2 weeks) Suggested Texts: Range of non-chronological report texts, including ICT. Poetry: Poems on a Theme (1 week) Suggested Texts: Poems linked to schools, families or other familiar settings. You will need to confirm your resources with each other before this unit!	Fighting Fit Narrative: Traditional Tales with a Twist (3-4 weeks) Suggested Texts: Red Riding Hood and the Sweet Little Wolf by Rachael Mortimer. Jack and the Baked Beanstalk by Colin Stimpson. Ratapuzel by Charlotte Guillain. Non-fiction: Instructions (2-3weeks) Suggested Texts: How to play 'What's the Time Mr Wolf?' YouTube clip (here). Woodlands Junior School - Playground games for kids (here). Games kids play website (here).	Explorers Narrative: Stories by the same author (3 weeks) Suggested Texts: Books by Simon Bartram Non-fiction: Non-chronological Reports (2 weeks) Suggested Texts: Range of information texts, e.g.: Instructions on how to make a den on Nature Detectives website	The Farm Shop Narrative: Stories with familiar settings (3 weeks) Suggested Texts: "Muddleuddle Farm: Six Animal Stories" by Michael Morpurgo "Farmer Duck" by Martin Wadell Non-fiction: Persuasion (2 weeks) Suggested Texts: "First Facts Farm" by Dorling Kindersley "Farm (Scholastic Discover More)" by Penny Arlon and Tony Gordon-Harris Poetry: Riddles (1 week) Suggested Texts: "What in the wild" by David Schwartz & D. Kuhn "Where else in the wild" by David Schwartz & D. Kuhn	Wind in the Willows Narrative: Animal Adventure Stories Suggested Texts: Alternative animal adventure themes: Beatrix Potter's animal tales, e.g. The Tale of Peter Rabbit, Squirrel Nutkin, Tom Kitten. "The Spectacular Tale of Peter Rabbit" by Emma Thompson. "The Further Tale of Peter Rabbit" by Emma Thompson. "Peter Rabbit and Friends" on the CBeebies website "The Owl Who Was Afraid of the Dark" by Jill Tomlinson. Non-fiction: Recount - Letters Suggested Texts: Dear Teacher by Amy Husband.	Buckets and Spades Narrative: Story as a Theme (3 weeks) Suggested Texts: Gracie the Lighthouse Cat by Ruth Brown. The Mermaid of Zennor by Charles Causley. Winnie at the Seaside by Valerie Thomas. At the Beach by Roland Harvey. The Lighthouse Keeper Stories by Ronda Armitage and David Armitage. Non-fiction: Explanations (2 weeks) Suggested Texts: The Complete Skeleton Book for Non-Fiction Text Types by Sue Palmer. How does it work? by Sylvia Kargavis and Gill Matthews (Collins Big Cat).

					<p>Yours Truly, Goldilocks by Alma Flor Ada. Dear Peter Rabbit by Alma Flor Ada.</p> <p>Poetry: Classic Poems Suggested Texts: The Owl and the Pussycat by Edward Lear. The Owl and the Pussycat animation on YouTube.</p>	<p>Poetry: A seaside poem (1-2 weeks) Suggested Texts: A First Poetry Book by Pie Corbett and Gaby Morgan. In addition to the Seaside chapter in this book, also refer to: What we found at the seaside by Kate Williams in the Nature chapter. Mermaid's Purse by Kate Sedgwick in the Fairies, Mermaids and Princesses chapter. Cream Curdled Oceans by Violet Macdonald in the Food chapter. Living at the Seaside by Marian Swinger in the Where We Live chapter.</p>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Sycamore Class Year 2 (Teaching to Year 2 Expectations)</p>	<p>The Place Where I Live Narrative: Stories with Familiar Settings (3-4 weeks) Suggested Texts: The Pirates Next Door by Jonny Duddle. Non-fiction: Non-Chronological Reports (2 weeks) Suggested Texts: Range of non-chronological report texts, including ICT.</p>	<p>Fighting Fit Narrative: Traditional Tales with a Twist (3-4 weeks) Suggested Texts: Prince Cinders by Babette Cole. Snow White in New York by Fiona French. The Pea and the Princess by Mini Grey. The True Story of the Three Little Pigs by Jon Scieszka and Lane Smith.</p>	<p>Explorers Narrative: Stories by the same author (3 weeks) Suggested Texts: Books by Jonny Duddle. Non-fiction: Non-chronological Reports (2 weeks) Suggested Texts: Range of information texts, e.g.: Woodland Adventure Booklet on Nature Detectives website</p>	<p>The Farm Shop Narrative: Stories with familiar settings (3 weeks) Suggested Texts: "The pig in the pond" by Martin Wadell. "Farmer Dan and his Big Brother Stan" by Rod Simpson – animated version available on the Literacy Shed website "Farmyard Hullabaloo!" by Giles Andreas, David Wollerton (a poetry text to support the setting)</p>	<p>Wind in the Willows Narrative: Animal Adventure Stories Suggested Texts: Ladybird Classics: The Wind in the Willows by Kenneth Grahame (retold by Joan Collins). The Wind in the Willows based on the original story by Kenneth Grahame, retold by Lesley Sims.</p>	<p>Buckets and Spades Narrative: Story as a Theme (3 weeks) Suggested Texts: The Sand Horse by Ann Turnbull. The Whales' Song by Dyan Sheldon. Dolphin Boy by Michael Morpurgo. Billy's Bucket by Kes Gray and Garry Parsons.</p>

Appendix 3: Ideas to Link Reading and Writing

Linking reading skills to writing outcomes

	Learning Objective/Reading Skill	Outcome
Vocabulary	To select and explore vocabulary to describe a character or setting; to justify points/opinions with evidence	Zone of relevance
	To explain the meanings of words	Glossary
	To apply new words in different contexts	Sentences using new words
	To explain the meaning of words (in context); to explain how the meaning of words is enhanced through choice of words and phrases	Response to reading domain prompts (KS1 – 1A; KS2 – 2A and 2G) <i>(see page 10)</i>
	Dependent on type of poem; e.g. to select and apply vocabulary; to explore and compose expanded noun phrases; to appreciate figurative imagery	Poem
Connecting	To make text-to-text/text-to-self/text-to-world connections	Text annotations or connections grid
	To make personal connections with a text	Response to 'book talk' prompts
Questioning (to question and answer questions – retrieval)	To raise questions about reading	Question hand
	To activate prior knowledge and raise questions/to prepare for research	KWL grid
	To retrieve information; to identify key details	Response to reading domain prompts (KS1 – 1B; KS2 – 2B) <i>(see page 10)</i>
	To identify/scan for key information	Focus boxes
	To identify/scan for key information; to develop and demonstrate understanding of character	Top trumps card
	To distinguish between statements of fact and opinion	Fact/opinion chart
	To identify key information; to use point and evidence	True/false statement sort
	To raise questions and develop character by answering in role	Interview - Q and A responses
	To use point and evidence	Point and evidence grid
	To use point and evidence	Questionnaire in role

Summarising	To summarise key information	Summary
	To summarise key information	Response to reading domain prompts (KS2 – 2C) <i>(see page 10)</i>
	To summarise key information; to inform/persuade	Poster
	To summarise key information in note form; to persuade	Invitation
	To summarise key information from non-fiction texts	Fact file
	To summarise <u>(and make jottings of)</u> key information from non-fiction texts	Spidergram
	To summarise key ideas/facts	Mind map
	To summarise key information	Post-it notes
	To summarise key information for a specific audience	Text message
	To summarise key information/ to scan and skim information for key points	Notes
	To summarise a character's job role	Job advertisement
Sequencing and Retelling	To sequence	Response to reading domain prompts (KS1 – 1C; KS2 – 2C) <i>(see page 10)</i>
	To sequence	Sentence strips
	To recount and retell	Retell a story
	To recount/sequence key events in role	Postcard
	To retell from a different point of view	Retelling of an event/chapter from a different character's perspective
	To sequence events or a process	Flow chart
	To summarise and retell the key events in a story and record key story language	Story map
	To sequence key events chronologically	Timeline
	Dependent on audience and purpose; to retell events (in role) with thoughts and feelings; May also include; to persuade; to inform; to recount; to draw inference around character thoughts, feelings and actions	Letter to/from a character or problem page

Developing Understanding of Character (including inference and prediction)	To develop and demonstrate understanding of character	Character profile
	To find key information about character; to support points with evidence (literal)	Response to reading domain prompts (KS1 – 1B; KS2 – 2B) <i>(see page 10)</i>
	To draw inferences around character thoughts, feelings and actions	Thought/speech bubbles
	To develop and demonstrate understanding of character/ to support points with evidence/ to draw inferences around character thoughts, feelings and actions	Role on the wall
	To draw inferences around character thoughts, feelings and actions	Emotions graph
	To draw inferences around character thoughts, feelings and actions	Response to reading domain prompts (KS1 – 1D; KS2 – 2D) <i>(see page 10)</i>
	To discuss/jot notes on characters and events	Relationship grid
	To make predictions (based on details stated)	Horoscope
	To make predictions (based on details stated)	Response to reading domain prompts (KS1 – 1E; KS2 – 2E) <i>(see page 10)</i>
	To predict what might happen to a character next	Next paragraph/chapter of a story, from a given point
	To compare characters	Similarities/differences grid
	To compare characters	Venn diagram
	To compare characters	Response to reading domain prompts (KS2 – 2H) <i>(see page 10)</i>
	To compare characters and reactions to events	Emotions graph detailing more than one character
	To develop and demonstrate understanding of character; to use point and evidence	Draw and label a character

	To recount events in role; to draw inferences around character thoughts, feelings and actions	Diary
	To infer character thoughts and feelings	Questionnaire in role
	To use point and evidence; to develop and demonstrate understanding of character	Job application
	To develop and demonstrate understanding of character	CV
	To raise questions and develop character by answering in role	Interview - Q and A responses
Comparing (see also developing understanding of character)	To compare events/themes	Comparison grid
	To compare events/themes	Venn diagram
	To compare events/themes	Response to reading domain prompts (KS2 – 2H) <i>(see page 10)</i>
Evaluating	To evaluate a book including opinions, with justification	Book review
	To evaluate a film or theatre performance, including opinions with justification	Film/theatre review
Visualising	To use evidence from the text to draw a picture of a character/setting	Annotated picture
	To use precise and appropriate language choices to describe a setting or scene	Picture drawn as a barrier game
	To use descriptive language (e.g. expanded noun phrases, figurative language) to reveal a picture/painting/film still	Setting/scene description

Appendix 4: KS1 Guided Reading Planning Example

Week 2 Onwards	Day 1	Day 2	Day 3	Day 4
Group 1 (LA)	<p><u>Pre-Read</u></p> <p>(1b) Look at the front cover. Who do you think the main characters are?</p> <p>(1a) Why do you think the title of this story is called 'Sausages'?</p> <p>(1b) What do you think is happening with the sausages on the front cover?</p> <ul style="list-style-type: none"> phonics activities can be part of pre-read activity, relating to the letter sound being taught. 	<p><u>Guided Read</u></p> <p>During GR with the teacher - books are handed out, one each and do a quick flick independently. Then ask the chn to read the whole text (or up to a certain page for longer books) on their own, out loud, in a "quiet reading voice". As chn do this, the teacher monitors reading with a mixture of "watching" the children in the group and asking individuals to read to the teacher. Role of teacher is to pick up any miscues which require attention and can write these down on a WB/notebook/planning, to address them once chn have stopped reading. (For those chn in the group who have "finished early" and rest are still reading, can ask them to find favourite page and be prepared to talk about it. Read a page to a partner/paired reading. Or spot any tricky words or phonemes being taught recently and they can write them on a WB)</p>	<p><u>Post Read</u></p> <p><u>First page</u></p> <p>(1e) Where did John find the elf?</p> <p><u>Spread 1</u></p> <p>(1d) Why did the elf grant John three wishes?</p> <p><u>Spread 2</u></p> <p>(1a) Which word shows that John went home quickly?</p> <p><u>Spread 3</u></p> <p>(1d) Why do you think they found it difficult to choose?</p>	<p><u>Up Level Work</u></p> <p>With chn to up level and mark post read questions</p>
Group 2	<p><u>Up Level Work</u></p> <p>With chn to up level and mark post read questions</p>	<p><u>Pre-Read</u></p> <p>(1e) Look at the front cover. What do you think the story is going to be about?</p> <p>(1d) Why do you think there is an empty frying pan in the illustration?</p>	<p><u>Guided Read</u></p>	<p><u>Post Read</u></p> <p><u>Spread 1</u></p> <p>(1d) Why do you think there is an empty frying pan in the illustration?</p> <p><u>Spread 3</u></p> <p>(1d) Why does the troll eat fish?</p> <p><u>Spread 3</u></p> <p>(1b) What is scuttling?</p> <p><u>Spread 5</u></p> <p>(1e) Who cooked the fish pie?</p>
Group 3	<p><u>Post Read</u></p>	<p><u>Up Level Work</u></p>	<p><u>Pre-Read</u></p>	<p><u>Guided Read</u></p>
Group 4 (HA)	<p><u>Guided Read</u></p>	<p><u>Post Read</u></p>	<p><u>Up Level Work</u></p>	<p><u>Pre-Read</u></p>

Appendix 5: KS2 Guided Reading Planning

w/b 4/2/19	Text: The Demon Headmaster: Total Control by Gillian Cross
Monday: Vocabulary	<ul style="list-style-type: none"> Flustered - "Mrs Harriman was always friendly and flustered" Solemn - "From inside came a solemn, polite voice." Elegant - "Mrs Maron was tall and elegant." Efficient - "Safety and security are essential to efficient learning"
Tuesday: Book talk	<p>Read the text together and stop to make sure the children fully understand the content.</p> <p>Questioning the children along the way.</p> <p>Discuss the vocabulary highlighted and work on using it in context correctly. LINKED TO LITERACY UNIT!</p>
Wednesday: Questioning domain content	<p><u>Predict Using Details – 2e</u></p> <p>2e – (1) ‘Better go carefully,’ she muttered. ‘In case—you know.’ ‘You mean—<i>him</i>?’ Tyler shivered. It wouldn’t be the first time they found Blake waiting for them.</p> <p>When you read this passage, what do you think of Blake and why? Explain your answer and reference the text. (2 marks)</p> <p>2e – (2) But she didn’t finish the thought. Her mind clouded over and everything dissolved in the depths of those cold green eyes. She was falling, falling, falling . . . And then her mind went blank.</p> <p>When you read this passage, what do you think is happening/happened to Tyler? Explain your answer fully. (2 marks)</p> <p>2e – (3) Predict what you think is going to happen next in the story? Give 2 good reasons to support your answer. (2 marks)</p> <p>2g – (4) Which 2 words do you like best from the whole text? Why? (2 marks)</p>
Thursday: Marking and up-leveiling	Orange Tables Books to be marked in detail. And Rayyaan and Adam.
Friday: Free day	<u>Semantic Box – Words to be picked by Green Table</u>

Appendix 6: Reading Assessment



Daisyfield Reading Assessment Year 1

Word Reading

	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
	Below	Above	Below	Above	Below	Above
Read aloud accurately books that are consistent with their developing phonic knowledge.						
Apply phonic knowledge and skills as the route to decode words.						
Respond speedily with the correct sound to grapheme for the 44 phonemes.						
Recognise and use the different ways of pronouncing the same grapheme; e.g. <i>ow</i> in <i>snow</i> and <i>cow</i> .						
Read accurately by blending sounds in unfamiliar words.						
Read common exception words						

Comprehension: Developing pleasure in reading and motivation to read

	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
	Below	Above	Below	Above	Below	Above
Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems.						
Orally retell familiar stories in a range of contexts e.g. <i>small world</i> , <i>role play</i> , <i>storytelling</i> .						