



# Primary Reading Handbook



At SHARE MAT Primaries, we believe that all our children can become fluent readers and writers. This is why we teach early reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

Our aim is to make reading enjoyable, engaging and meaningful so that children have positive experiences of reading; gaining powerful skills for future use. We strive to make reading interesting - extending children's knowledge and broadening their comprehension and fluency by providing a wide range of high-quality, inspiring texts that are appropriately challenging.

We aim to develop reading ability by developing knowledge/skill in the following areas:

Word Reading			Reading Comprehension		
Phonics and decoding	Common exception words	Fluency	Word meaning/ vocab	Retrieval	Sequence and summary
			Inference	Prediction	Comparing/ contrasting
			Authorial intent	Poetry/ performance	Non-fiction

Year group	Reading Provision												
EYFS KS1 KS2*	<b>Daily Phonics Sessions</b> Teaches pupils to match the sounds of spoken English with individual letters or groups of letters – they learn how to segment and blend sounds to decode unfamiliar words.												
EYFS KS1 KS2*	<b>Daily Phonics Keep Up</b> Provides additional phonics lessons to practice blending, segmenting and fluently reading words contained new graphemes.												
Year 2 KS2*	<b>Daily Phonics Rapid Catch Up- for pupils in Year 2 and above</b> Provides focused phonics teaching for those pupils who are not yet working at age-related expectations in Phonics.												
EYFS KS1 KS2*	<b>Whole Class Reading – ‘Three Reads’</b> Allows pupils to apply their phonic knowledge and develop reading comprehension skills by accessing a book matched to their phonics ability. Pupils are grouped accordingly and access the same book for ‘three reads’ to develop the following skills; Read 1- decoding. There is a clear focus on applying phonic knowledge to words reading. Read 2- prosody. This session teaches pupils to read with prosody so they learn to read with appropriate meaning, stress and intonation. Read 3- comprehension. The final reading session explore comprehension of the book.												
Year 2 KS2*	<b>Whole Class/Group Reading- Fluency</b> Once pupils have completed the phonics code in Year 2, they will move onto exploring Fluency reading books. Pupils are grouped (or work independently) according to their reading speed (words per minute). <table border="1" data-bbox="295 1556 973 1809"> <thead> <tr> <th>Fluency level</th> <th>Reading speed at 90% accuracy</th> </tr> </thead> <tbody> <tr> <td>F1</td> <td>60wpm</td> </tr> <tr> <td>F2</td> <td>70wpm</td> </tr> <tr> <td>F3</td> <td>80wpm</td> </tr> <tr> <td>F4</td> <td>85wpm</td> </tr> <tr> <td>F5</td> <td>90wpm (ARE for Year 2)</td> </tr> </tbody> </table>	Fluency level	Reading speed at 90% accuracy	F1	60wpm	F2	70wpm	F3	80wpm	F4	85wpm	F5	90wpm (ARE for Year 2)
Fluency level	Reading speed at 90% accuracy												
F1	60wpm												
F2	70wpm												
F3	80wpm												
F4	85wpm												
F5	90wpm (ARE for Year 2)												

	<b>Fluency level</b>	<b>Reading speed at 90% accuracy</b>
	F6	95wpm
	F7	100wpm
	F8	110wpm (ARE for Year 3)
	F9	115wpm
	F10	120wpm
All year groups	<b>Whole class English and Reading Lessons</b> Gives pupils more access to quality texts – allowing them to develop and apply phonic knowledge; comprehension and a broad understanding of a range of text types, genres and authors. In these lessons pupils also participate in discussion about books and they develop their knowledge of grammar, punctuation, spelling (using knowledge of phonics and common exception words), vocabulary and authorial style. Pupils may respond to these text in writing as well by studying the style of an author, or different grammatical features.	
All year groups	<b>High quality texts linked to the wider curriculum</b>	
All year groups	<b>Daily Story Time- listen to an adult reading aloud</b> Enjoying a good ‘class book’ promotes reading for pleasure and exposes pupils to additional book talk and comprehension development.	
KS2	<b>Reading Intervention</b> Where pupils are struggling to make as much progress as expected with their ability to read fluently and comprehend text, additional support in the form of intervention will be provided. This provision will be centred around specific areas of need/gaps in knowledge.	
All year groups	<b>Independent Reading</b> All pupils should have access to a range of books for independent reading. This will range from pictures books in EYFS where pupils can interpret the story, to ‘free reading’ of chapter books in KS2 for those pupils who are reading fluently. By providing a range of engaging books, we aim to develop a secure love of reading in all pupils.	
KS2	<b>Books clubs</b> These will help to further promote a love of reading and give pupils more opportunities to develop as readers.	

**\* Any pupil in KS2 who requires further support in Phonics and Fluency will have access to daily phonics lessons, daily phonics catch up/daily phonics rapid catch up, daily ‘three reads’, or daily reading fluency. Their progress will be tracked frequently (every three weeks) so any gaps in their knowledge can be addressed promptly so they can catch up with their peers quickly.**

### **Phonics- Little Wandle Letters and Sounds Revised**

The teaching of Phonics begins when the pupils enter school in Nursery. We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for ‘Communication and language’ and ‘Literacy’. These include:

- sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language.

We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

#### **Daily phonics lessons in Reception and Year 1**

We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week’s teaching to help children become fluent readers.

Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term. We follow the [\*Little Wandle Letters and Sounds Revised expectations of progress:\*](#)

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.

- Children in Year 1 review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

### **Daily Phonics Keep-up lessons**

Any child who needs additional practice has daily keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.

We timetable daily phonics lessons for any child who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen.

### **Daily Phonics Rapid Catch-up lessons- year 2 and beyond**

We use the Rapid Catch-up lessons for those pupils with significant gaps in their phonics knowledge. Rapid Catch-up assessments are used identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace.

These short, sharp lessons last 15-20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.

## **Reading Practice**

### **Whole class reading: three reads approach**

We teach children to read through reading practice sessions three times a week. These:

- are taught by a fully trained adult to small groups of approximately six to eight pupils
- use books matched to the children’s secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11–20 of ‘Application of phonics to reading’.
- are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children’s working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

In Years 2 and beyond, we continue to teach reading in this way for any children who still need to practice reading with decodable books.

### **Whole class/group reading: Fluency**

Once pupils in Year 2 have completed their phonics code, it is vital that they build their reading fluency.

Year 2 pupils should not start the Fluency programme until they have been reading the Phase 5 Set 5 books for at least five weeks. They should also have completed the Phase 5 Set 5 fluency assessment and achieved a reading speed of at least 60wpm and accuracy of at least 90%.

Teachers can use the [Year 2 pathways flowchart](#) to find out if pupils are ready for the Fluency programme. The flowchart covers Fluency, Spelling and Rapid Catch-up.

## Whole Class Reading Lessons

Pupils in Key Stage One access whole class reading lessons twice a week to help them explore vocabulary and comprehend a wide range of texts. This sits outside of the Three Reads Approach and Daily Story Time.

Pupils in Key Stage Two (when they can decode and read fluently) have discrete reading lessons daily.

These lessons:

- Expose pupils to a **high-quality range of texts**, which are dissected by the class through high-level questioning and discussion
- Include a range of activities – not all of which have to have a written outcome – that enable children to **develop their word reading and reading comprehension skills** (linked to the Content Domains assessed at the end of KS1 and KS2).

## High-quality Range of Texts:

Across each year group pupils will be exposed to a range of texts (full books, extracts and non-fiction), including:

Fiction			
<b>Figurative texts:</b> texts that use metaphor and images or convey an allegorical meaning.	<b>Resistant texts:</b> texts which are difficult to understand and deliberately resist comprehension. The reader must use nuances, hints and clues.	<b>Non-linear texts:</b> stories where time flows back and forth in a complex manner not just flows in one direction.	<b>Complex texts:</b> books that have more than one narrator telling the story or non-human narrators
<b>Archaic:</b> texts over 50/100 years which are vastly different and typically more complex than texts written today.	<b>Additional reads:</b> Linked to trips, events, pupil interests or elements of the curriculum.	<b>Poetry</b>	<b>Texts to explore diversity and SEMH</b>
Non-Fiction			
<b>Information texts</b>	<b>Persuasion texts</b>	<b>Discussion texts</b>	
These texts could be linked to a relevant topic and used to benefit learning in other subjects.			

Please see the following documents for more information on the reading spine:

- Reading LTP – **suggested** Texts
- Reading Spine – Book Information

## **Reading to learn**

As well as learning to read, Teachers are encouraged to explore further texts to help pupils make links to wider subjects and deepen their understanding of curriculum content and therefore 'read to learn'. For example, they may wish to explore a fictional novel about Vikings in Reading lessons to link to the class learning about Vikings in History.

## Developing Reading Skills:

In EYFS and KS1, we use termly reading assessment checkpoints to develop key reading skills for fluency.

Pupils throughout school accessing phonics teaching will be assessed every 6 weeks to pinpoint and address any gaps in their phonics knowledge using the Little Wandle Reception Assessment and Year 1 Assessment.

<b>Word Reading- Reception 'checkpoints'</b>		
<i>Autumn Term</i>	<i>Spring Term</i>	<i>Summer Term</i>
Orally blend a CVC word.  Read a CVC word containing Phase 2 graphemes.  Read words and short captions in books containing phase 3 graphemes (phase 2, set 3)	Read words and short captions in books containing phase 3 graphemes (phase 3, set 1)  Read some tricky words (phase 2 and 3).	<i>Early Learning Goal</i> <i>Say a sound for each letter of the alphabet and at least 10 digraphs (including 'ar').</i>  Read aloud simple sentences and books that are consistent with their phonics knowledge (Phase 4, set 1).

		Read some tricky words (phase 2, 3 and 4).
<b>Word Reading- Year 1 'checkpoints'</b>		
<i>Autumn Term</i>	<i>Spring Term</i>	<i>Summer Term</i>
Read books that are consistent with their phonics knowledge and with increasing fluency (Phase 5 set 1)  Read some of set 4 tricky words; I the put pull full no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what on	Read books that are consistent with their phonics knowledge and with increasing fluency (Phase 5 set 3)  Read most of set 4 tricky words; I the put pull full no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what on	Read books that are consistent with their phonics knowledge and with increasing fluency (Phase 5 set 4)  Read set 4 tricky words; I the put pull full no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what on
<b>Word Reading- Year 2 'checkpoints'</b>		
<i>Autumn Term</i>	<i>Spring Term</i>	<i>Summer Term</i>
Read books that are consistent with their phonics knowledge and with increasing fluency (Phase 5 set 5, and the Stretch and Challenge Books)  Read some of set 5 tricky words; the to into of are sure pure said do were here says there what one their people oh your Mr Mrs Ms our any many who whole two thought through friend work once laugh because eye busy beautiful pretty hour move improve parents shoe	Read books that are consistent with their phonics knowledge and with increasing fluency (Phase 5 set 5, and the Stretch and Challenge Books)  Read most of set 5 tricky words; the to into of are sure pure said do were here says there what one their people oh your Mr Mrs Ms our any many who whole two thought through friend work once laugh because eye busy beautiful pretty hour move improve parents shoe	Read books that are consistent with their phonics knowledge and with increasing fluency (Fluency Level 5-90 WPM).  Read set 5 tricky words; the to into of are sure pure said do were here says there what one their people oh your Mr Mrs Ms our any many who whole two thought through friend work once laugh because eye busy beautiful pretty hour move improve parents shoe
<b>Comprehension- Reception 'checkpoints'</b>		
<i>Autumn Term</i>	<i>Spring Term</i>	<i>Summer Term</i>
Join in with repeated phrases in the story.  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.  Answer simple questions about stories such as 'how is the character feeling?' or 'how do we know the children are pretending to be explorers?'	Join in with retelling key events in the story.  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.  Answer simple questions about stories and provide reasons for their answer, such as 'do you think Mark found a good hiding place? Why?'	<b>Early Learning Goal</b> <i>Demonstrate understanding of what has been read to them by retelling stories and narrative using their own words and recently introduced vocabulary.</i> <i>Anticipate- where appropriate- key events in stories.</i> <i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i>  Answer simple questions about stories and provide opinions and preferences, such as 'If you were making a scrap animal, what would you make and what materials would you use?'
<b>Comprehension- Year 1 'checkpoints'</b>		
<i>Autumn Term</i>	<i>Spring Term</i>	<i>Summer Term</i>
With support, provide synonyms for new words they read in books to convey meaning.  Answer simple questions about stories (where they will have to read further to find the answer) such as 'Why is the insect bright blue?'	Provide synonyms for new words they read in books to convey meaning.  Answer simple questions about stories where the answer is not written in the book, such as 'Why do you think it's called a recycling loop?'	Explain some different features of a range of texts, such as instruction books.  Answer questions which require them to summarise ideas from the book, such as 'What are some of the ways that animals avoid getting

	eaten/protect themselves from getting eaten?'
Build reading comprehension skills throughout KS1 in the following areas and domains*	
Word meaning/vocab	1a: Draw on vocabulary to understand texts
Retrieval	1b: Identify key aspects of fiction/non-fiction – such as characters, events, titles and information
Sequence/summarise	1c: Identify and explain the sequence of events in texts
Inference	1d: Make inferences from the texts
Prediction	1e: Predict what might happen on the basis of what has happened so far
Compare, contrast and comment	
Performance	
<i>*Including exposure to Poetry and Non-fiction.</i>	

KS2																			
Word reading	<ul style="list-style-type: none"> <li>Phonics and decoding</li> <li>Common exception words</li> </ul>																		
Reading comprehension	<table border="1"> <thead> <tr> <th>Skill</th> <th>Content Domain</th> </tr> </thead> <tbody> <tr> <td>Word meaning/vocab</td> <td> <ul style="list-style-type: none"> <li>2a: Give/explain the meaning of words in context</li> </ul> </td> </tr> <tr> <td>Retrieval</td> <td> <ul style="list-style-type: none"> <li>2b: Retrieve and record information. Identify key details from fiction/non-fiction</li> </ul> </td> </tr> <tr> <td>Sequence and summarise</td> <td> <ul style="list-style-type: none"> <li>2c: Summarise main ideas from more than one paragraph</li> </ul> </td> </tr> <tr> <td>Inference</td> <td> <ul style="list-style-type: none"> <li>2d: Make inferences from the text. Explain and justify inferences with evidence from the text</li> </ul> </td> </tr> <tr> <td>Prediction</td> <td> <ul style="list-style-type: none"> <li>2e: Predict what might happen from details stated and implied</li> </ul> </td> </tr> <tr> <td>Compare, contrast and comment</td> <td> <ul style="list-style-type: none"> <li>2h: Make comparisons within the text</li> </ul> </td> </tr> <tr> <td>Authorial intent</td> <td> <ul style="list-style-type: none"> <li>2f: Identify/explain how information/narrative is related and contributes to the meaning as a whole</li> <li>2g: Identify/explain how the meaning is enhanced through choice of words and phrases.</li> </ul> </td> </tr> <tr> <td>Performance</td> <td></td> </tr> </tbody> </table>	Skill	Content Domain	Word meaning/vocab	<ul style="list-style-type: none"> <li>2a: Give/explain the meaning of words in context</li> </ul>	Retrieval	<ul style="list-style-type: none"> <li>2b: Retrieve and record information. Identify key details from fiction/non-fiction</li> </ul>	Sequence and summarise	<ul style="list-style-type: none"> <li>2c: Summarise main ideas from more than one paragraph</li> </ul>	Inference	<ul style="list-style-type: none"> <li>2d: Make inferences from the text. Explain and justify inferences with evidence from the text</li> </ul>	Prediction	<ul style="list-style-type: none"> <li>2e: Predict what might happen from details stated and implied</li> </ul>	Compare, contrast and comment	<ul style="list-style-type: none"> <li>2h: Make comparisons within the text</li> </ul>	Authorial intent	<ul style="list-style-type: none"> <li>2f: Identify/explain how information/narrative is related and contributes to the meaning as a whole</li> <li>2g: Identify/explain how the meaning is enhanced through choice of words and phrases.</li> </ul>	Performance	
	Skill	Content Domain																	
	Word meaning/vocab	<ul style="list-style-type: none"> <li>2a: Give/explain the meaning of words in context</li> </ul>																	
	Retrieval	<ul style="list-style-type: none"> <li>2b: Retrieve and record information. Identify key details from fiction/non-fiction</li> </ul>																	
	Sequence and summarise	<ul style="list-style-type: none"> <li>2c: Summarise main ideas from more than one paragraph</li> </ul>																	
	Inference	<ul style="list-style-type: none"> <li>2d: Make inferences from the text. Explain and justify inferences with evidence from the text</li> </ul>																	
	Prediction	<ul style="list-style-type: none"> <li>2e: Predict what might happen from details stated and implied</li> </ul>																	
	Compare, contrast and comment	<ul style="list-style-type: none"> <li>2h: Make comparisons within the text</li> </ul>																	
Authorial intent	<ul style="list-style-type: none"> <li>2f: Identify/explain how information/narrative is related and contributes to the meaning as a whole</li> <li>2g: Identify/explain how the meaning is enhanced through choice of words and phrases.</li> </ul>																		
Performance																			
... including exposure to	Poetry Non-fiction																		

Please see the following documents for more information on the development of reading skills:

- Reading LTP – Skills
- Reading LTP – Year group overview

## Teaching Reading Lessons- once pupils have completed the phonics code and are no longer accessing 'Three Reads'

**Suggested** routine:

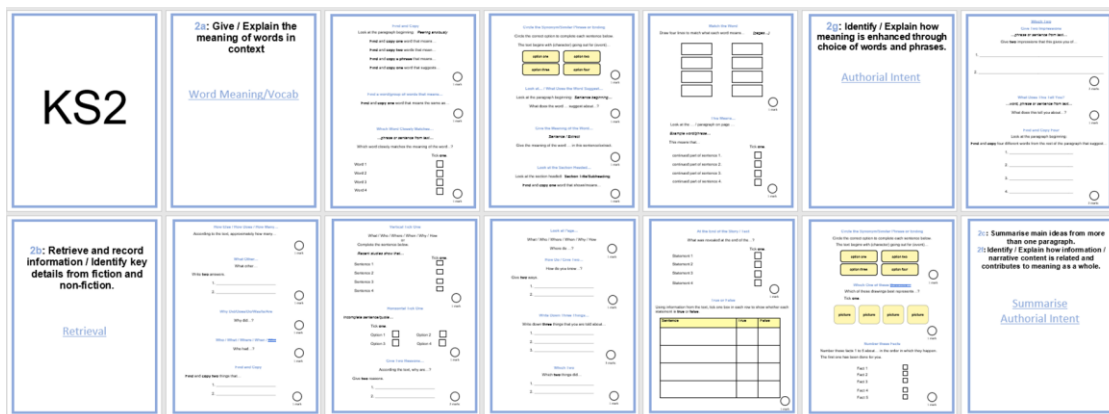
	Focus	Points to note
Lesson 1	Read/dissect – practice retrieval to get the 'gist' of the text: <ul style="list-style-type: none"> <li>• Who</li> <li>• What</li> <li>• Where</li> <li>• When</li> <li>• Why?</li> </ul> Focus on the skill of skimming and scanning Word meaning/ vocab to aid full understanding of the text	Enjoy the text!  Talk is really important here!  Word tasks
Lesson 2	Re-read, recap the 'gist'  Question set – questions domains to suit the needs of the class	See docs for templates/stems  Focus on talk in Lesson 3 whilst evaluating and comparing answers  Lesson 4 is intended to help children be more fluent in answering questions through practice
Lesson 3	Review yesterday's questions – find the answers in the text, discuss answers, <b>model</b> , evaluate success	
Lesson 4	Question set – fewer SATs style questions (focusing on same content domains as lesson 2) with more independence – guided by previous two lessons  Review, model, guide	
Lesson 5	Reading for pleasure (avoid purposeless reading – is DEAR always effective!) Mixed practice (SATs style booklets) Read Theory, AR, Star	

## Expectations

When planning question sets don't forget that, in order to develop stamina and fluency, we need pupils to be able to work through a number of questions in a fairly short amount of time. Use the below table as a basis/guide for what children in each year group should be able to manage in one reading session

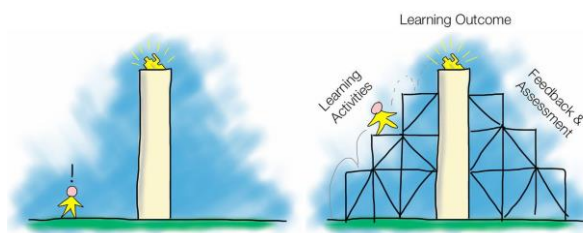
Y1	Y2	Y3/Y4	Y5/Y6
4 x 1b 2 x 1d	1 x 1a 5 x 1b 2 x 1d	1 x 2a 5 x 2b 2 x 2d	2 x 2a 6 x 2b 2 x 2d
		+ other domains	+ other domains

There are editable question templates available for each domain/skill per phase:





## Scaffolding/Support



Reading sessions take place with the whole class – on order for all pupils to be able to engage with the lesson, scaffolding could be essential. Scaffolding is strategic support, put into place by the teacher, to give pupils the support they need to cope with what they are being asked to learn/practice.

Lessons/reading tasks could be scaffolded in various ways, including:

- Picture clues when working on vocab/word meaning tasks
- Text markers (i.e. coloured shapes), correlated with questions, to guide and direct children to evidence in a text that is required for an answer
- Fewer word to skim and scan or fewer pieces of vocab to explore in work tasks
- Use of shortened extracts which have been re-written to match their phonics ability
- Use of the same text but accompanied by different question types (i.e. more retrieval questions)
- Fewer questions to answer

## Points to note:

- There is no expectation of texts to be stuck into books unless there has been a particular focus on text marking or highlighting and the teacher feels this purposeful to learning
- Ensure that there is a balance of fiction, non-fiction, poetry and reading from across the curriculum e.g. texts which supplement geography work, artists, history etc
- With class books, teachers may dip into chapters of the book but there should not be a continuous focus over a number of weeks on this text as this may impact upon pupils' enjoyment of the book
- Pupils should complete question sets in a variety of ways:
  - Sometimes on paper/sheets – to give them practice of SATs style question completion
  - Sometimes answers to questions can be written directly into exercise book
- Ensure regular mixed practice: SATs require children to tackle all domains/reading skills at once, for one text
- Focus on key domains/skills that need to be developed using gap analysis/teacher assessment/QLA
- Don't forget what children are capable of – maintain high expectations of the volume of questions children should be able to deal with at once
- Pace and stamina are important – this won't come until fluency is established – a real understanding of how pupils become fluent is key (fluency is unpicked as part of 'word reading' skills progression)

## Reading for Pleasure

*'Reading for pleasure is the single most important indicator of a child's success.'* (OECD 2002)

*'The will influences the skill and vice versa.'* (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at each of the SHARE MAT Primaries and our local community, as well as books that open windows into other worlds and cultures.

Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books. As the children progress through the school, they are encouraged to write their own comments to review and recommend books to others, and keep a list of the books/authors that they have read.

The school library is made available for classes to use at protected times. This is a timetabled slot where the class teacher recommends books for pupils based on their interests. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).

We use the Everybody read! resources to grow our teachers' knowledge of current books, the most recent research and to grow our own Reading for Pleasure practice.

### **Independent Reading**

As part of phonics learning, all pupils who are working within phonics phases will have access to a book from the Little Wandle Big Cat phonetically matched books.

Accelerated Reader is used to monitor reading progress once pupils have completed the phonics code and the Fluency programme. It gives teachers and pupils support in ensuring they choose appropriate and progressively more challenging books. Through engaging in digital Star Reader assessments, the system intelligently directs pupils to a 'ZPD' (zone of proximal development) level. Each level is banded and all books in school are categorised into these bands. Children know which band to choose from and, as a result, read books that are appropriate in helping them to develop their reading skills.

All pupils, including those who have completed the phonics code and have an Accelerated Reader book, should also have a book that they have chosen to read - to take home to share with their families.

After each book read, children complete a digital AR quiz on the title – their success in this quiz then feeds into the Star Reader assessment information and intelligently adjusts bands/levels accordingly.

A comprehensive set of reports inform teachers how much a pupil has been reading, at what level of complexity, and how well they have understood what they have read. Vocabulary growth and literacy skills are also measured, giving teachers insight into how well students are responding to book choices and class instruction.



### **Phonics and Reading Assessment**

Teachers will assess and monitor progress in phonics sessions, using a range of assessment strategies. Little Wandle Assessments are used every six weeks to help track pupil success through the phases until pupils complete the code. Pupils who are receiving the Rapid Catch-Up programme will be assessed every three weeks.

Year 1 children will participate in the Phonics Screening Check in June each year – they re-sit this check in Year 2 if they do not pass. Any children who do not pass in Year 2 will continue to access targeted phonics sessions in Key Stage Two.

The Phonics Screening Check is not a key indicator that pupils are secure in phonics. Phonics will continue to be taught until pupils are secure in Phase 5.

In Years Reception and Year 1, teachers use the Reading Assessment Checkpoints to check pupils are 'on track' to reach end of year expectations.

In Year 2 and Year 6, children will undertake their SAT's each year and the school will be able to measure their attainment (whether they have reached or exceeded the nationally expected standard) and their progress (whether they are progressing at a sufficient rate) through the National Curriculum.

The children sit a past SAT's paper on a termly basis to prepare them for the test and inform teacher judgements.

Teachers also use SATs style assessments in Years 3, 4 and 5 on a termly basis (Year 1 in the Summer term) to provide summative data which enables teachers to adapt lesson delivery and task design. Question level analysis is carried out after every assessment so that gaps can be identified and then progress accelerated.