



Reading Teaching and Learning Policy

This teaching and learning policy is underpinned by the school's vision and values:

Be happy: aspire, believe, achieve

Happiness is... the feeling you get when you help others and contribute to the world; when you work hard at something that was difficult to begin with; when you feel safe, cared for and respected; when you feel confident in your uniqueness and know where you are going.

Philippians 4:13

'I can do all things through Christ who strengthens me.'

1. Introduction

1.1 This teaching and learning policy is written so that staff, parents and governors are clear with regard to teaching and learning standards and expectations of reading across the school.

1.2 The school's reading subject leader is Miss Nicola Bleasby.

1.3 The school's Phonics link governor is Alison Russell

2. Aims and objectives

2.1 Intent

We acknowledge and celebrate that each child is unique and that they learn in different ways. At Croft school, we provide an engaging, interesting and creative learning experience that allows children to develop their knowledge, skills and abilities to their full potential. We understand that successful reading teaching is key to success in all other areas in the curriculum. We have high expectations for all children, ensuring no child is left behind. We aim to ensure all children, even the lowest 20%, can make expected or above progress in reading.

Our core aims are to provide a reading curriculum that:

- All children are skilled readers who develop a comprehensive understanding of words, language and texts
- Ensures all children make speedy progress in phonics and ready progress regardless of their ability & background
- Promotes a love of reading

Whilst also encouraging children to be:

- Independent
- Perseverant
- Respectful

We believe that these are the three gifts that we would like to give our pupils help them to succeed as life-long learners and children of God. The 'giving' of these gifts are what drive the curriculum at Croft school.

The development of pupils as learners of the future is at the heart of what we are trying to achieve at Croft School. We want our children to be competent readers who are confident, knowledgeable, skilful and resilient.

2.2 Implementation

At Croft CE Primary School, we are committed to teaching our pupils to become skilled readers who develop a comprehensive understanding of words, language and texts as they move through school. They learn to read and then read to learn. Through using a range of strategies, our aim is to ensure that pupils develop a love of reading so that they can read for purpose and for pleasure. We provide pupils with a range of strategies in order to do this. See the table below for how teaching reading across the school is implemented.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Letters and sound phonics programme daily						
Small group reading sessions						
3 times a week		Weekly				
Whole class reading sessions						
1 time per week	1 time per week	3/4 times per week	Daily			
Individual reading books						
Story time in class (at least 20 minutes per day)						

2.3 Impact

Our Phonics curriculum ensures that all children make good, or better, progress in phonics regardless of their age, gender, ability or background.

Our pupils will:

- develop into skilled readers who develop a comprehensive understanding of words, language and texts
- develop a love of reading so that they can read for purpose and for pleasure.
- make speedy progress in phonics and reading regardless of their ability & background

Our pupils are continually growing as independent, perseverant and respectful learners and citizens.

3. Effective learning

3.1 We acknowledge that children learn in many different ways and we recognise the need to develop strategies that allow all children to learn most effectively. We take into account the different ways that children learn when planning and teaching in order to ensure all children access a full and varied curriculum.

3.2 Pupils will work in year group groups in a structured, consistent and fast-paced way within groups and whole class. Children are encouraged to practise and apply their phonics skills in a number of different ways.

These include:

- applying and practising blending
- applying and practising segmenting skills
- applying their knowledge of phonemes in writing
- opportunities to read and re-read *phonetically appropriate books*
- comprehension skills - VIPERS
- fluency skills
- prosody skills
- group reading skills
- opportunities to listen to stories being read to them for pleasure for at least 20 minutes per day – see appendix 1
- independent reading and writing skills

4. Curriculum Design

4.1 Curriculum

- EYFS and KS1: for a child to enjoy reading, they need to be able to access texts at their level. All individual and group reading books in reception and KS1 match the pupils' phonic knowledge, ensuring all words can

be decoded. In reception and year 1, all pupils are involved in group reading sessions and whole class reading lessons. When the pupils enter year 2, group-reading sessions are reduced to once a week, however, whole-class reading lessons increase to three/four times a week. Alongside this, all pupils have their own individual reading book. This is matched closely with the pupil's phonic knowledge and is taken home every evening.

- In KS2, whole-class reading lessons are daily. Sessions are centred around a high-quality text chosen by the class teacher, often linking closely with the overarching topic within their class. Specific reading skills are then explicitly taught and practised. While reading skills are being taught explicitly, the reading content is relevant, inspiring and purposeful and becomes the driver for developing wider subject knowledge.

4.1.2 Reading Skills – VIPERS (vocabulary, infer, predict, explain, retrieve, sequence/summarise)

- We use the term 'VIPERS' in all classes through school. Pupils are explicitly taught each skill through a range of high-quality texts and genres. The consistent approach when using terminology helps ensure pupils have a strong understanding and teachers have a specific focus in reading lessons.

4.1.3 Individual reading

At Croft we have put great thought into the organisation of our reading books.

- Individual and group reading books in the EYFS and KS1 progress according to their sound content. Each book is placed into a phase corresponding with the Letters and Sounds phonics programme used in school. In each phase, books progress by introducing new sounds whilst also revisiting previously learnt sounds. Pupils' reading books are chosen according to their phonic ability. This is to ensure that all pupils can read the book rather than having to sound out every single grapheme as the latter often results in reluctant readers.
- Phonics books are changed on a Tuesday and Friday. Our aim is to ensure enough time is given for all pupils to revisit the aspects covered in their three reading sessions in school: decoding, fluency and comprehension. We want the child to read the book over and over again, allowing them to increase in confidence and therefore increasing the level of enjoyment. We then expect the pupils to have some understanding of what they have read. Parents meetings through the year share how this can be done effectively at home.
- Once this has been completed, pupils move into a different year 2 scheme. This gives the child more freedom to choose a book which the class teacher closely monitors. This is very similar to the KS2 reading scheme, however, the pupils are supervised more closely when choosing a book. This prepares them for year 3. If a child needs further support to meet the age related expectations, they will read to an adult in school on a regular basis.
- All pupils in KS2 have their own individual reading book. Pupils select a book from a wide range of genres including picture books and graphic novels, non-fiction information books, biographies, poetry and novels. These books have been specially selected to form part of their year group's reading scheme. (see appendix 2). Pupils choose to work their way through the reading scheme in whichever order they wish.
- Once a book has been finished, the child writes a review for that title's book (see appendix review folder and are awarded a certificate once they have returned the book to the class library. Class librarians facilitate this.
- Having high expectations is very important; all pupils are expected to read at home for 20 minutes a night.
- In addition to this, pupils may also be reading their own book from home, the local library or the main school library.

4.1.4 Group reading – Reception and KS1

- In order for pupils to apply their phonic knowledge, they read in small groups, with an adult, three times a week. At Croft, we create an ethos whereby books are enjoyed and the pupils are enthusiastic about their learning. The children are grouped based upon their current phonic knowledge. The class teacher carefully selects the book. Over the course of the week, the groups read their book three times, each time focussing on a different aspect of reading (see appendix 3 for planning/evidence sheet for group reading).
- Before we open the book, staff/pupils will: read the graphemes that will be covered in the book, look at the common tricky words and remind the pupils about what they say and make a connection with the book:

have we read anything like this before? Has anyone been to a farm before? I wonder if we are going to enjoy this book? Why?

- Children will be asked to answer, prove and then explain their answers (APE) 'reading owl' cards will be used to support the focus of the reading lesson.
- In year 2, pupils also read within a small group once a week, reading a book that is appropriate for their reading level. Within these groups, the pupils read the book as well as talking and discussing their opinions and feelings with the teacher. This creates a real chance for the pupils to understand what they are reading and clear up any misconceptions. We focus our theme of questioning on the VIPERS framework strands.
- We also focus our teaching on the National Curriculum and the end of KS1 English Reading framework. We use this to assess the pupils each time they complete a group reading session.

4.1.5 Whole class reading

4.1.5.1 Year 1

- All pupils are explicitly taught key reading skills. We follow a three step process with this too: I DO, WE DO, YOU DO. The teacher models the skill, explaining what and why they are doing this. The pupils then do this together in small groups or pairs and then are expected to apply this understanding to some independent activities. The teaching focus each lesson is on one of the VIPERS framework strands

4.1.5.2 Year 2

- Whole-class reading sessions three times a week. Sessions are based around a text that is initially unfamiliar to the pupils. The teaching focus each lesson is on one of the VIPERS framework strands. We use questioning and activities to develop one of these skills each lesson. The pupils take part in activities and answer comprehension/test style questions within their exercise books each or seesaw each session.

4.1.5.3 LKS2

- In Lower KS2, pupils read a variety of quality texts in order to develop their reading skills. introducing a new text—arousing curiosity and making predictions. Pupils are hooked into a new text or story through showing only part of the title page, sharing key words from the blurb and solving anagrams of the book title. This arouses curiosity, provides opportunities to make predictions and engage any prior knowledge, looking in isolation at key words and paving the way for reading the book
- Through techniques such as 'Click and Clap' (click and everyone reads, clap and say a name and that person reads), pupils read the text together. New words are decoded using phonic knowledge and, through dialogic discussion, we are able to agree definitions of unfamiliar vocabulary. Plot and key events are discussed, questioned and summarised as pupils work together and independently to deepen their comprehension of the text
- Through a range of drama techniques, pupils are provided with opportunities to further their comprehension and understanding of texts and engage on a deeper level with the characters that they encounter. Texts provide a departure point into creative story-making and give pupils opportunities to deal with broader themes.

4.1.5.4 UKS2

- In Upper KS2, the pupils continue to explore a wide range of high-quality texts in sessions designed to improve their comprehension skills, deepen their understanding of texts and enthuse them to write.
- The majority of texts are chosen to align with our topics. This enables the pupils to connect with what they are learning, and what they are reading, at a deeper level and strengthens their engagement with both. Other texts are also used to ensure that the pupils experience a variety of genres and that they are able to apply their skills to more unfamiliar subjects.
- Each of our reading sessions are based around the VIPERS system and are carefully designed to give the pupils the opportunity to develop these skills in ways which are interesting and challenging. This includes working individually, with partners, with small groups and as a whole class. These sessions can also link directly into the writing that the pupils produce. Our online learning app Seesaw is also used so that children can answer questions, write book reviews and receive feedback from their teacher.
- In reading, much of our learning takes place through talk, discussion and debates. We dive deeply into the themes and concepts within texts, deciding whether we agree or disagree with a variety of statements. Through the use of dialogic talk, we are encouraged to explore a range of perspectives. At all times, we use

evidence drawn from the texts to support our arguments and it is expected that pupils are able to explain their thinking

- In both year 5 and year 6, we have established **reading partnership programmes** with younger pupils in the school. Not only does this support the learning of the pupils from year 1 and year 2, but it also provides the older pupils with the opportunity to think about questioning. In turn, this supports the improvement of their comprehension skills.
- Children in Y5 and 6 have also create QR codes reading stories for children in younger classes to listen to.

4.1.6 Promoting a love of reading

To develop a love of reading, we promote high quality texts during daily English lessons and ‘story time’. Each year group/class has a box with recommended books for that age group.

Adults will:

- Plan a bank of high quality stories which will be read over the course of the half term
- Teach new vocabulary in the context of the story
- Use story time as a time to develop pleasure in listening to stories, not an extra “comprehension” time
- Choosing the right book: a book elicits a response: curiosity, anger, excitement, enjoyment, amusement, interest, has a strong narrative, extends vocabulary (but not too many new words at once), connects with something they know / we’re teaching, has intriguing illustrations
- **Before reading aloud to the class, the adult reading:**
 - plans the voice they will use for the narrator and each main character
 - decides how they will use expression—including pauses to build anticipation, considers the asides they will use to show their reactions—facial expressions and quick comments
 - plans how to give meaning to new vocabulary—a short explanation or how to vocally colour a word to give it meaning
 - decides the special emphasis they will give to the “favourite phrases”.
- The same book is read a number of times to build familiarity and understanding. Once the book has been used in story time, it goes into the **class library** for children to borrow and “read” for themselves.

4.2 Content

Early Years Foundation Stage

By the end of EYFS children should have the following knowledge

- Comprehension ELG. Children at the expected level of development will: 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.
- Word Reading ELG. Children at the expected level of development will: Say a sound for each letter in the alphabet and at least 10 digraphs; - 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.

Key stage 1 & Key stage 2

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

word reading

comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils’ competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

4.3 Curriculum Organisation

The reading curriculum has been organised following the EYFS, KS1 & KS2 curriculum and letters and sounds phonics scheme. The subject leader has developed a progression map and year group long term plans to ensure organise and coverage within phonics (**appendix 3 & 4**) The subject leader has developed a key terminology document for staff (**see appendix 5**). This vocabulary should also be shared with pupils during teaching. To be finalised

4.4 Planning

Reading should be planned alongside the writing and foundation subject curriculum. Where possible, books should be planned and used which relate to the topic the children are covering. Reading should also link with the writing children carry out within English lessons. Please see the ***schools writing policy*** for how English lessons are taught.

Using the phonics long-term map phonics should be taught in nursery and reception daily. In KS1 phonics is taught x4 days per week with x1 day a spelling session. The lessons should be taught following the letters and sounds programme using letters and sounds teaching sequence.

However, phonics should not stand-alone and should be referred to throughout the school day. Flash cards containing phonemes/words/tricky or HFW should be used at transition periods such as lining up for lunch and at home time. Phonics sounds learned should also be referred to in English and reading sessions.

5.1 Teaching

Teaching should ensure consistency through

- Use of reading vipers daily from Y2-6.
- following the three session plan for group reading in Reception and KS1
- Daily story time for at least 20 minutes per day in all key stages
 - Daily ***Little Wandle*** Letters and sounds phonics lessons in EYFS and KS1 – see phonics policy

5.2 Lessons

High quality reading teaching involves all mentioned in the above two sections. This, in turn, will match the particular learning needs of the pupils in the class. Teachers plan and resource lessons with high expectations for all pupils including the most able. Learning objectives reflect this and are used to measure the outcomes of the lesson.

Lessons are not always the same; however, teachers will ensure:

5.2.1 All tasks and activities that the children partake in are safe and appropriate risk assessments are made prior to learning.

5.2.2 The leaders and experts in the classroom are the adults. Adults lead pupils decisively and confidently following school policies and class routines having high expectations of what pupils can achieve.

5.2.3 Staff are always ready for pupils as soon as they enter the room with work and resources prepared.

5.2.4 Learning objectives and key vocabulary are visually shared and discussed with pupils at the outset of learning. Learning objectives are used to measure the outcomes of the lesson. Pupils and staff know the language that they are expected to use and its meaning before learning begins. Technical and subject specific vocabulary is shared with Teaching Assistants prior to learning.

5.2.5 Whole class reading lessons use the VIPERS strands

5.2.7 Learning is differentiated. The teacher will use resources such as: word mats, visual prompts, now and next prompts, technology, simplified texts etc to ensure that pupils can access learning and achieve. Some pupils will require more intense, targeted support and may need guidance from an adult to meet their needs.

5.2.8 Learning is pitched to meet all children's needs. Children who are capable of more within a lesson are moved on swiftly to more challenging work. Pupils who are finding work challenging are quickly identified and supported.

5.2.9 Questioning is purposeful and promotes learning. Teachers anticipate where mistakes arise and plan probing questions or examples ready to shape learning. Teachers provide TAs with examples of questions prior to learning.

5.2.10 Teaching assistants and other adult helpers are deployed effectively. Sometimes they work with individual children or with groups.

5.2.11 Adults consistently and overtly praise and value 'hard work' and 'making mistakes' so that pupils feel empowered to take risks in their learning and develop resilience.

5.2.12 Adults promote a culture of independence and enable pupils to solve their own problems and not do this for them. They work hard to help pupils to 'help themselves'.

5.2.13 There is a school expectation that pupils work in silence when working independently and that pupils raise their hand if they would like to speak and not 'shout out' or get out of their seat to get an adult's attention. Staff ensure that that this always happens.

5.2.14 Staff do not accept poor standards of handwriting and spelling in phonics. Pupils are challenged to rectify this swiftly and consistently.

5.2.15 Lessons conclude with a review activity where the learning point of the lesson is reviewed, children are shown a word with the new grapheme, the recapping a tricking word and teachers check the learning has 'stuck'. This could be revisited throughout the day e.g. before lunch, at home time.

5.3 What resources are available?

The reading the subject leader is responsible for planning, ordering, managing, organising phonics resources. The basics include: phonically decodable books for all 6 phonics phases, phonically decodable guided reading books for all 6 phonics phase, flash cards which as consistent across all classrooms, GPC chart in all classrooms & fully functioning interactive whiteboards in all classrooms. A well stocked library for each year group which is regularly updated. Every classroom should have an inviting and well stocked area for the children to read.

*letters and sounds are bringing out resources in the near future, which the subject leader will look into

There is an annual resources budget available for the subject leader of

6. Assessment

6.1 Formative assessment and feedback

Formative assessment takes place during all reading and phonics lessons, quickly identifying who has and has not picked up a new sound, informing future planning. Intervention will be put in place quickly to prevent children falling behind the programmes pace. Formative assessment also takes place via Seesaw and English books for reading VIPERS.

6.2 Summative assessment

Summative assessment takes place half-termly using the schools data tracking system. In KS1 and 2 children will be assessed using NTS tests and Salford reading tests termly. For phonics, knowledge of each sound is checked using the Little Wandle Letters and sounds assessments, as well as the child being able to apply this when reading words (**appendix 7**). This is then inputted into the schools **data tracking system**.

Seesaw Skills will also be used to record pupils' progress. The skills are based on the National Curriculum targets and at least one skill must be assigned to each lesson; there will sometimes be more than one skill covered in a lesson. Subject leaders will then be able to easily monitor the work produced across school and have evidence of work produced. The skills are judged out of 4 stars to match the judgements as seen below.

7. The role of pupils

7.1 Our pupils will:

- try hard and persevere with their learning
- work hard to pronounce sounds correctly
- enjoy reading their phonics book at home
- show engagement and focus within lessons
- model positive attitudes to learning
- Work within their class to manage their class library.

8. The role of Staff

8.1 Teachers and teaching assistants are responsible for the delivering high quality teaching and learning. They will:

- Implement the school's Reading Teaching and Learning Policy rigidly to ensure consistent practice across the school.
- Model an enthusiasm for reading.
- Model thinking and talk to develop pupils' metacognitive and cognitive skills and ensure that learning is sufficiently challenging to develop pupils' self-regulation and metacognition.
- Ensure that pupils are taught how to organise and effectively manage their learning independently.
- Plan lessons that consider prior attainment, individual learning needs, different learning styles in order all students can access the curriculum and make at least good progress.
- Use questioning styles to stretch and challenge students.
- Keep up to date with their phonics subject knowledge and pedagogical approaches to learning.
- Be acutely aware of students who are not making progress in phonics and plan timely interventions to ensure that good progress is made.

8.2 The reading subject leader is responsible for the overall leadership and management of reading across the school. They will:

- Maintain an effective reading subject leadership file.
- Create and implement an annual reading action plan and monitor and evaluate progress towards targets.
- Ensure that adequate and appropriate resources are stocked.
- Monitor the quality of teaching of reading (evidence includes: Lessons, Planning, Pupils' Work, Learning Walks, Class Displays, Learning Environments, Pupil Surveys, Staff Surveys, Pupil interviews)
- Maintain reading teaching and learning monitoring records.
- Maintain a termly updated reading One Page Leadership Summary.
- Ensure that the school's reading Teaching and Learning Policy and subject information on the school website are accurate and up-to date.
- Lead staff meetings, support staff and ensure that staff are clear about teaching and learning expectations in reading.
- Access and record reading CPD and maintain personal subject knowledge and skills.
- Have high expectations of themselves within the role of reading subject leader and of others in the implementation of the reading Teaching and Learning Policy.

9. The role of the phonics link governor.

9.1 The phonics link governor will support, monitor and review the reading Teaching and Learning Policy. In particular they will:

- Monitor the effectiveness of the school's phonics teaching and learning policy through the school self-review processes.
- Complete two governor monitoring visits each year alongside the phonics subject leader.

10. The role of parents

10.1 Parents have a fundamental role to play in helping children to learn to read. We expect that parents will be supportive of the implementation of the school's reading teaching and learning policy

10.2 Support children by reading to them and with them at home

10.3 Attend reading workshops and read information sent out about reading by the school

10.4 Work with parents to support them to keep up to date with reading knowledge sent out by the school and pronounce sounds correctly.

11. Digital Learning

11.1 The use of technology to support pupils' learning is a high priority in school. Increasingly jobs are becoming more dependent on employees using technology to work more effectively with technology. At Croft we recognise the need this creates for us to help pupils develop technological skills.

11.2 In KS2 we will allow all pupils to have access to a tablet. KS1 will have access to one between two.

11.3 Tasks that can be completed on these tablets:

- Research
- Accessing websites
- Screen sharing capabilities to support pupils work
- Screen sharing capabilities to give children live feedback within a lesson
- Support with spellings
- Access to online dictionaries
- To complete class work set on Seesaw
- To share work with home on Seesaw easily
- To have access to books and stories
- To create films
- To create posters
- Using Augmented Reality apps
- Educational games
- Whole class quizzes
- Work handouts to be available on the tablet

11.4 Work produced on iPads will be expected to be of the same quality of work produced in books. Presentation of core and non-core work must remain formal with no use of Emojis and drawings unless pupils have been directed to do so.

11.5 Where Learning Journals are completed on Seesaw these must be assigned as activities. This means monitoring can be done through the calendar function on Seesaw.

11.6 The ways children can respond to work digitally are:

- Write in books and take photos of work
- Write on whiteboards and take photos of work
- Voice Recordings
- Screen Recordings
- Peer to peer interviews
- Screenshots
- Text
- Peer Text (#TAG)

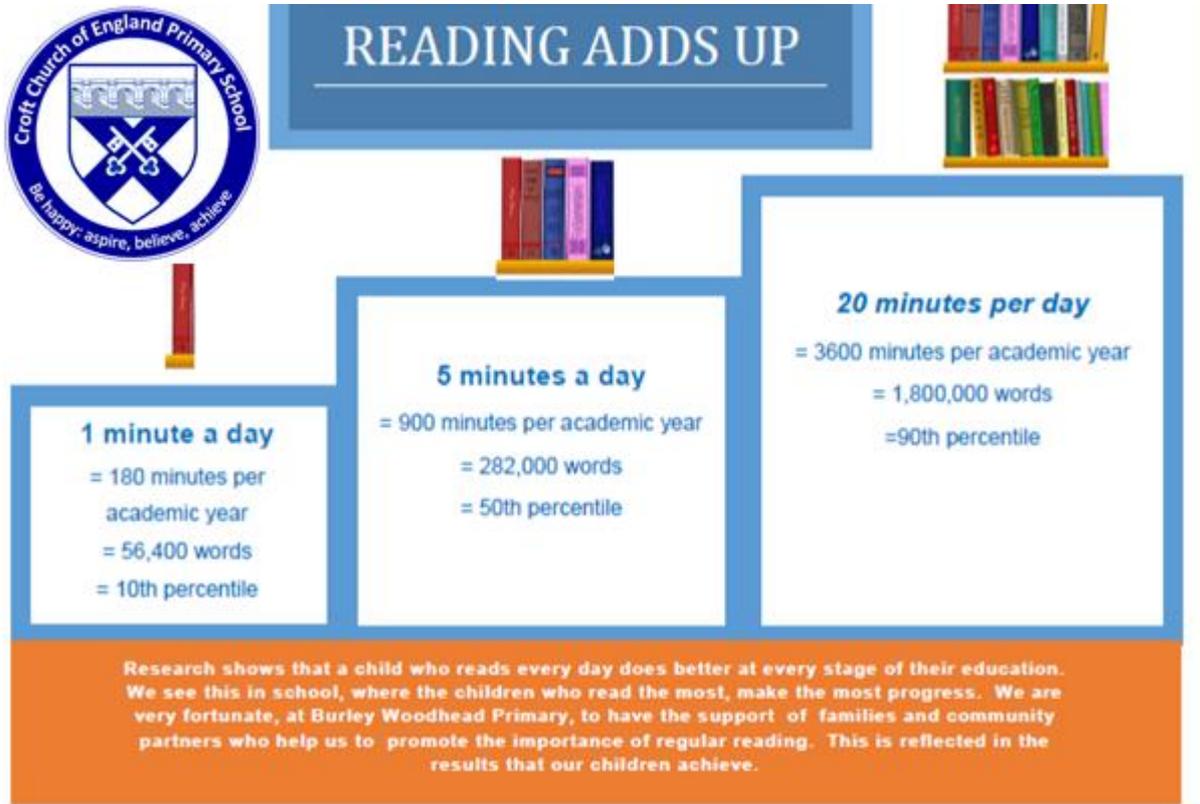
- Videos

11.7 Screen Time must be monitored carefully. Pupils should be spending no more than 30 minutes on a tablet completing a task without an extended break. Lessons where pupils are using tablets to look at a handout can last for up to 1 hour as pupils will only be referencing the tablet while writing in their books.

11.8 Pupils will be made aware of the taking of photos on their tablets, it must be done with other people's permission. This is acceptable with the direction of the teacher and can be shared on Seesaw (if we have the child's permission)

11.9 At times pupils may be given the opportunity to partake in discussions on Seesaw. Pupils can use an informal tone of writing in their comments, this will be taught to them explicitly and support their learning of different levels of formality depending on purpose and audience. Pupils must not use abbreviations and any post containing them will not be approved. Pupils will be reminded of constructive feedback before these sessions.

Appendix 1



Appendix 2 Recommended Book lists

EYFS

- Brown Bear, Brown Bear, What Do You See? – Bill Martin
- Where's Spot? – Eric Hill
- The Very Hungry Caterpillar – Eric Carle
- Owl Babies – Marin Waddell and Patrick Benson
- Where the Wild Things Are – Maurice Sendak
- Winne the Pooh – A. A. Milne
- The Tiger Who Came to Tea – Judith Kerr
- The Gruffalo – Julia Donaldson
- Winnie the Witch – Valerie Thomas and Korky Paul
- We're Going on a Bear Hunt – Helen Oxenbury
- Handa's Surprise – Eileen Browne
- Dear Zoo – Rod Campbell
- The Rainbow Fish – Marcus Pfister
- Dogger – Shirley Hughes
- Farmer Duck – Martin Waddell
- My Pet Star - Corrinne Averiss
- 365 Penguins - Jean-Luc Fromental
- The Slightly Annoying Elephant – David Walliams
- The Little Red Hen
- Oliver's Vegetables – Vivian French
- Ferdie and the Falling Leaves – Julia Rawlinson
- Happy in Our Skin – Fran Manushkin
- The Emperor's Egg - Martin Jenkins
- Almost anything - Sophy Henn
- How the Elephant got his Trunk - Anna Milbourne
- One day on our blue planet ...in the savannah - Ella Bailey
- Room on the Broom – Julia Donaldson
- The Detective Dog – Julia Donaldson
- The Ugly Five – Julia Donaldson
- Rosie's Walk – Pat Hutchins
- Stone Soup – Tony Ross
- Ellie's Magic Wellies – Amy Sparkes Nick East
- Chicken Licken
- The First Hippo on the Moon – David Walliams
- Oliver's Fruit Salad - Vivian French
- Coming to England – Floella Benjamin
- I like Bee's, I Don't Like Honey - Sam Bishop
- Bumble the Little Bear with Big Ideas - Marni McGee
- The Bear Who Went Boo – David Walliams
- The Tiny Seed – Eric Carle
- The Big Book of Bugs – Yuval Zommer
- Peepo! - Janet and Allan Ahlberg
- Amelia Earhart – Brad Meltzer

- I am a Peaceful Goldfish – Shoshana Chaim
- My Hair – Hannah Lee
- Julian is a Mermaid – Jessica Love

Year 1

- The Cat in the Hat – Dr Seuss
- The Tiger Who Came to Tea – Judith Kerr
- Hairy Maclary – Lynley Dodd
- The Large Family Collection – Jull Murphy
- Charlie and Lola – Lauren Child
- The Smartest Giant in Town – Julia Donaldson
- The Snail and the Whale – Julia Donaldson
- The Gruffalo’s Child – Julia Donaldson
- The Whisperer – Nick Butterworth
- Mrs Armitage on Wheels – Quentin Blake
- The Trouble with Jack – Shirley Hughes
- My Friend Bear – Jez Alborough
- A Bear Called Paddington – Michael Bond
- Funnybones – Allan Ahlberg
- The Hodgeheg – Dick King-Smith
- The Jolly Postman – Allan Ahlberg
- The Picture Atlas – Simon Holland
- Mister Magnolia – Quentin Blake
- The Enormous Crocodile – Roald Dahl
- There’s a Snake in my School – David Walliams
- Little People Big Dreams David Attenborough – Maria Isabel
- Katie Morag Series – Mairi Hedderwick
- Frog and Toad are Friends – Arnold Label
- The Princess and the Pea – Minnie Grey
- Amazing Grace – Mary Hoffman
- Don’t Forget the Bacon – Pat Hutchins
- Emperor of Absurdia – Chris Riddell
- The True Story of the Three Little Pigs – Jon Scieszka
- My Pet Star – Corrinne Averiss
- The Lion Inside – Rachel Bright
- Wild – Emily Hughes
- The Way Back Home – Oliver Jeffers
- The Smeds and the Smoos – Julia Donaldson
- Iris and Isaac – Catherine Rayner
- The Gigantic Turnip – Aleksei Toltoy
- Hansel and Gretel – Bethan Woollvin
- The Squirrels who Squabbled – Rachel Bright
- Avocado Baby – John Burningham
- The Diabolical Mr Tiddles – Tom Mclaughin
- The Enormous Turnip
- The Lighthouse Keeper Series

- Fantastic Mr Fox - Roald Dahl

Other texts

- Children's atlas
- Topic Books – old toys, home from the past
- Traditional Fairy stories
- Children's first encyclopaedia

Year 2

- The Cat Who Lost His Purr – Michelle Coxon
- Frightened Fred – Peta Coplans
- Friends – Kim Lewis
- Mog Stories – Judith Kerr
- Mr Wolf's Pancakes – Jan Fearnley
- Cat and Mouse Story – Michael Rosen
- The Snow Lady – Shirley Hughes
- Grace and Family – Marry Hoffman
- The Diary of a Killer Cat – Anne Fine
- The Magic Finger – Roald Dahl
- The Giraffe, Pelly and Me – Roald Dahl
- The Guard Dog – Dick King-Smith
- Emily's Legs – Dick King-Smith
- The Dog Who Lost His Bark – Eoin Colfer
- A Planet Full of Plastic – Neal Layton
- The Pencil – Allan Ahlberg
- The Dark – Lemony Snicket
- The Day the Crayons Quit – Drew Daywalt
- Emily Brown and the Elephant Emergency – Cressida Cowell
- The Bear and the Piano – David Litchfield
- The Owl Who Was Afraid of the Dark – Jill Tomlinson
- The Hodgeheg – Dick King-Smith
- The Real Boat – Marina Aromshtam
- Planet Under Pressure
- Bringing the Rain to Kapitiplain – Verna Aardema
- The Story of Climate Change – Catherine Barr
- See Inside Noisy Castles
- Here We Are – Oliver Jeffers
- The Big Book of the UK
- The Big Book of Bugs
- The Big Book of the Blue
- The Big Book of Blooms
- Usborne Books
- *The First Encyclopaedia of Science*
- *The First Encyclopaedia of the Human Body*
- *The First Encyclopaedia of Animals*
- *Children's World Atlas*
- Event Books

- *The Great Fire of London*
- *Gun Powder Plot*
- *Coronation of Elizabeth II*
- Significant individuals
- *Florence Nightingale*
- *Mary Seacole*
- *George Stephenson*
- *Louis Braille*
- *Neil Armstrong*

Year 3

- *Cool* – Michael Morpurgo
- *The Butterfly Lion* – Michael Morpurgo
- *Kensuke's Kingdom* – Michael Morpurgo
- *Billy the Kid* – Michael Morpurgo
- *The Twits* – Roald Dahl
- *Charlie and the Chocolate Factory* – Roald Dahl
- *Danny the Champion of the World* – Roald Dahl
- *James and the Giant Peach* – Roald Dahl
- *Fantastic Mr Fox* – Roald Dahl
- *Going Solo* – Roald Dahl
- *The BFG* – Roald Dahl
- *The Sheep Pig* – Dick King Smith
- *Bill's New Frock* – Anne Fine
- *The Hundred Mile an Hour Dog* – Jeremy Strong
- *Return of the Hundred Mile an Hour Dog* – Jeremy Strong
- *Secret Seven Collection* – Enid Blyton
- *Famous Five Series* – Enid Blyton
- *David Walliams – Bad Dad*
- *The Naughtiest Girl Collection* – Enid Blyton
- *Horrid Henry Series* – Francesca Simon
- *Charlotte's Web* – EB White
- *Flat Stanley* – Jeff Brown
- *Fungus the Bogey Man* – Raymond Briggs
- *Mystery at Winklesea* – Helen Cresswell
- *The Indian in the Cupboard* – Lynne Reid Banks
- *Mr Majeika* – Humphrey Carpenter
- *Please Mrs Butler* – Allan Ahlberg
- *The Sam Pig Story Book* – Alison Uttley
- *Railway Cat* – Phyllis Arkle
- *Harry Potter and the Philosopher's Stone* – J K Rowling
- *The Ice Monster* – David Walliams
- *Dinosaur Atlas Amazing Facts* – Anne Rooney
- *Epic Adventure (Kind of)* – Liz Pichon
- *The Maya*
- *Great Women who made History* – Kate Pankhurst
- *Various non-fiction texts based on year group topics* – Egyptians, Rainforests, Romans, Iron Age/Stone Age

Year 4

- A Caribbean Dozen – John Agard and Grace Nicholls
- Alice’s Adventures in Wonderland – Lewis Carol
- Murfaro’s Beautiful Daughters – John Steptoe
- Beowolf – Kevin Crossley-Holland
- The Firework-Maker’s Daughter – Phillip Pullman
- The Dragon’s Child – Jenny Nimmo
- The Ghost Blades – Anthony Masters
- Sarah, Plain, and Tall – Patricia Maclachlan
- Brother Eagle, Sister Sky – Susan Jeffers and Chief Seattle
- Robi Dobi – Madhur Jaffrey
- The Reluctant Dragon – Kenneth Grahame
- Flow – Pippa Goodhart
- Dragon Poems – John Foster and Korky Paul
- The Crazy Shoe Shuffle – Gillian Cross
- The Sea Piper – Helen Cresswell
- Spacebaby – Henrietta Branford
- Georgory Cool – Caroline Binch
- Awful Auntie – David Walliams
- A Pot of Gold – Jill Bennet
- Fog Hounds Wind Cat Sea Mice – Joan Aiken
- The Clothes Horse – Allan Ahlberg
- The Dancing Bear – Michael Morpurgo
- The Demon Headteacher – Gillian Cross
- Dog so Small – Phillipa Pearce
- Emil and the Detectives – Erich Kastner
- The Iron Man – Ted Hughes
- The Lion, the Witch and the Wardrobe – C. S. Lewis
- Little House on the Prairie – Laura Ingalls Wilder
- Mrs Frisby and the Rats of NIMH – Robert C. O’Brien
- Stig of the Dump – Clive King
- Swallows and Amazons – Arthur Ransome
- A Child’s Garden of Verse – Robert Louis Stevenson
- The Orchard Book of Creation Stories – Margaret Mayo and Louise Brierly
- Ice Monster – David Walliams
- Tom Gates Epic Adventure (Kind of) by Liz Pichon
- Is My Teacher a Robot?/My Babysitter is a Robot – David Cousins
- Good Night Stories for Rebel Girls – Elena Favilli Francesca
- Various non-fiction texts based on year group topics – Egyptians, Rainforests, Romans, Iron Age/Stone Age

Year 5

- Water Wings- Morris Gleizman
- Blabber mouth – Morris Gleizman
- Belly Flop – Morris Gleizman
- The Diddokoi – Rumer Goddan
- Walter and Me- Michael Morpurgo

- Friend or Foe – Michael Morpugo
- Aquita – Andrew Norris
- Harry and the Wrinklies – Alan Temperley
- The story of Tracey Beaker – Jaqueline Wilson
- Double Act – Jaqueline Wilson
- Northern Lights – Phillip Pullman
- A Christmas Carol – Charles Dickens
- Dragon Rider – Cornelia Funk
- Journey to the River Sea- Eva Ibbotson
- The Owl Service - Alan Comer
- Pig Heart Boy- Marlorie Blackman
- Tom’s Midnight Garden – Phillipa Pearce
- The Wizard of Earthsea - Ursula Le Guin
- Wolves of Willoughby Chase - Joan Aiken
- Where the Red Fern Grows - Wilson Rawls
- The Secret Garden- Frances Hodgson Burnett
- The Wind in the Willows – Kenneth Grahame
- Anne of Green Gables – Lucy Montgomery
- The Other side of Truth – Beverley Naidoo
- Harry Potter Series
- The Philosopher’s Stone– J. K. Rowling
- Boy Overboard – Sabriel Garth
- Black Beauty – Anna Sewell
- There’s a Boy in the Girls’ Bathroom – Louis Sachar

Year 6

- Carrie’s War – Nina Bawden
- Framed – Frank Cottrell Boyce
- Noughts and Crosses – Malorie Blackman
- Knife Edge - Malorie Blackman
- Private Peaceful – Michael Morpurgo
- Treasure Island – Robert L Stevenson
- Mortal Engines – Philip Reeve
- Clockwork – Philip Pullman
- Dragon Keeper – Carole Wilkinson
- Escape from Shangri-La – Michael Morpurgo
- Wizard Of Oz - L. Frank Baum
- Oliver Twist – Charles Dickens
- Jungle Book – Rudyard Kipling
- The Borrowers – Mary Norton
- The Adventures of Huckleberry Finn – Mark Twain
- Alex Rider Series – Anthony Horowitz
- Scorpia/ Scorpia Rising/ Skeleton Key/ Snakehead/ Crocodile Tears/
- Point Blanc/ Eagle Strike – Anthony Horowitz
- Anne Frank – The Diary of a Young Girl – Ed Otto H Frank

- There's a Boy in the Girls' Bathroom – Louis Sachar
- Watership Down – Richard Adams
- No Ballet Shoes in Syria – Catherine Bruton
- The terrible thing that happened to Barnaby Rooker – John Boyne

Appendix 3 Reception and KS1 group reading planning sheet



Book
Date w/b
Adult initials

Name	Day: Decode	Day: Fluency	Day: Comprehension

Vocabulary to discuss

Reading skills – VIPERS

Questions
APE answer, prove, explain

Sounds and words to go over

VIPERS reading skill	Example questions	VIPERS reading skill	Example questions
<p>Vocabulary</p> <p>Draw upon knowledge of vocabulary in order to understand the text.</p>	<ul style="list-style-type: none"> • What does the word Mean in this sentence? • Find and copy a word which means • What does this word or phrase tell you about? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think Is repeated in this section? 	<p>Explain</p> <p>Explain your preferences, thoughts and opinions about the text.</p>	<ul style="list-style-type: none"> • Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it?
<p>Infer</p> <p>Make inferences from the text.</p>	<ul style="list-style-type: none"> • Why was..... feeling.....? • Why did happen? • Why did say • Can you explain why.....? • What do you think the author intended when they said.....? • How does make you feel? 	<p>Retrieve</p> <p>Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.</p>	<ul style="list-style-type: none"> • What kind of text is this? • Who did.....? • Where did.....? • When did.....? • What happened when.....? • Why did happen? • How did? • How many.....? • What happened to.....?
<p>Predict</p> <p>Predict what you think will happen based on the information that you have been given.</p>	<ul style="list-style-type: none"> • Look at the book cover/blurb – what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests will happen next? 	<p>Sequence</p> <p>Sequence the key events in the story.</p>	<ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?

KS2 Book Review

My book cover

Book Title

Author

Illustrator

Genre (tick as many as apply to your book)

<input type="checkbox"/> fiction	<input type="checkbox"/> scary	<input type="checkbox"/> animal story
<input checked="" type="checkbox"/> non-fiction	<input type="checkbox"/> fairy tale	<input type="checkbox"/> biography
<input type="checkbox"/> fantasy	<input type="checkbox"/> adventure	<input type="checkbox"/> historical
<input type="checkbox"/> humour	<input type="checkbox"/> sports	<input type="checkbox"/> mystery
<input type="checkbox"/> other		

Plot

Event 1

Event 2

Event 3

Setting

Picture of the setting

Character

Cause and Effect

 of one of the events in the book

Cause	Effect
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Name

Personality

Physical Appearance

My Star Rating

Why I rated the book stars

This book made me feel

because

How I feel about this character and why

how you felt