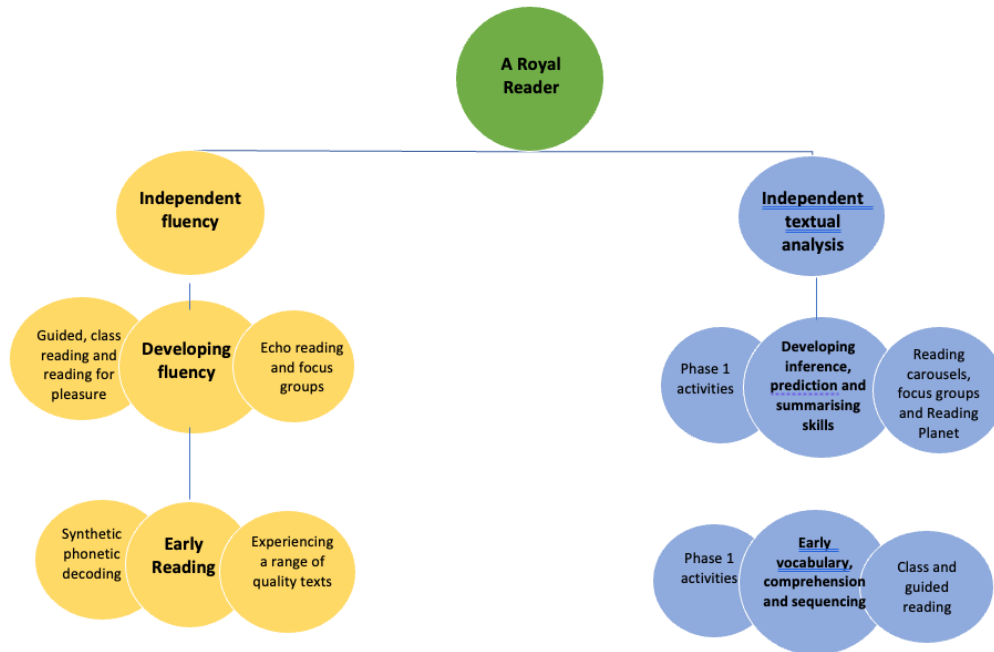


## Royal School Reading Pathway



The diagram above demonstrates the different elements of the curriculum which are designed to develop and strengthen the two key parts of reading as children progress through the school. The curriculum is designed to develop reading fluency through a combination of synthetic phonetic decoding, sight reading, echo and shared reading and exposure to a range of high quality and stimulating texts. In conjunction with this, vocabulary, sequencing, comprehension, summarising and inferencing skills are taught through explicit reading lessons and through text studies in English and Cornerstones.

Our intention as a school is that all students will progress through the levels of fluency and comprehension outlined about until they combine both skills, demonstrating the ability to read, understand and most importantly **enjoy** reading a range of texts.

The National Curriculum (2014) provides a detailed basis for implementing the statutory requirements for reading. Much of the Programme of Study needs to be taught through English and reading lessons but it is expected that the children will read widely across the curriculum. The National Curriculum is further supported by *The Reading Framework, Teaching the foundations of literacy (July 2021)*.

## English Lessons

English lessons provide part of the structure which enables reading to be taught.

The role of the teacher is:

- to follow the three-phase curriculum with the aim of helping pupils to become independent readers and develop an appreciation of a range of genres and texts.
- to model the act of reading through echo reading and to provide focused support in interpreting challenging texts.
- to assess the pupil's progress as a reader – both in fluency and interpretation of texts - and provide explicit guidance for their development;
- to use reading as a means of locating information that pupils need to learn;
- to foster a love of reading as an enjoyable, stimulating and worthwhile activity;
- to create a supportive environment for reading.
- To scaffold all students to read and understand high quality, age-appropriate texts, whatever their level of fluency.

In the echo-reading structure, the teacher models the reading process to the whole class as an expert reader, providing a high level of support. This pattern is then replicated by students in partner-reading and performance reading, adding fluency and expression along with familiarity with the chosen genre. The children's reading targets are taken into account and included in the planning where they are being taught. The texts selected are rich and challenging, being beyond the current reading ability of the majority of the class. In KS1 and 2, children have access to the text either individually or with a partner.

In Phase One of the teaching unit, students explore and compare a range of texts, understanding features of different genres and familiarising themselves with a range of challenging new vocabulary in different contexts. In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all groups of learners by matching the activity to the ability of the child. In addition to scaffolded 'handy hints' or pictorial prompts, children are given the opportunity to talk and collaborate with their peers, thus embedding and enhancing their learning.

## Reading Lessons

In reading lessons, the responsibility for reading shifts to the learner. The majority of the pupils should be reading the same text with differentiation of text type only being used where necessary. This mirrors the expectation of the end of key stage tests where all children are expected to read the same text. It is important however, to support children who are not working at the expected standard and who will therefore need a less challenging text type. It is intended that reading lessons provide a forum for pupils to demonstrate what they have learned about reading, as well as provide opportunities to read for pleasure and enhance pupils' enjoyment of reading. Texts are mapped across the school to provide interest and challenge for all students, and are matched to the half termly topic.

The model for reading lessons in KS1 and KS2 is as follows:

Week 1: Class Reading

Monday	Teacher reads extract from class reading text  VIPERS skill is taught to class then independently applied
Tuesday	Echo reading of extract from class reading text  VIPERS skill is taught to class then independently applied
Wednesday	Paired reading of extract from class reading text  VIPERS skill is taught to class then independently applied
Thursday	Performance reading of extract from class reading text  VIPERS skill is taught to class then independently applied
Friday	Reading for pleasure activities

Week 2: Independent Reading Lessons

Monday	Teacher reads extract from class reading text  Carousel of activities on one VIPERS skill over the week  Teacher reads with guided group to assess individual fluency and comprehension.
Tuesday	Teacher reads extract from class reading text  Carousel of activities on one VIPERS skill over the week  Teacher reads with guided group to assess individual fluency and comprehension.
Wednesday	Teacher reads extract from class reading text  Carousel of activities on one VIPERS skill over the week  Teacher reads with guided group to assess individual fluency and comprehension.
Thursday	Teacher reads extract from class reading text  Carousel of activities on one VIPERS skill over the week  Teacher reads with guided group to assess individual fluency and comprehension.

Friday	<p>Teacher reads extract from GR text</p> <p>Carousel of activities on one VIPERS skill over the week</p> <p>Teacher reads with GR group to assess individual fluency and comprehension.</p>
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## Continuity and Progression

### **EYFS**

At the end of the Early Years and Foundation Stage the pupils will have experienced shared, guided and independent reading and learned the routines and responsibilities which enable the class to operate efficiently and effectively. Building on what pupils already know about reading and stories, the teacher helps develop early reading behaviours through shared reading, e.g. holding a book the right way up and following the text from left to right, knowing that print carries meaning, identifying the protagonists in a story, recognising signs and symbols in environmental print.

The pupils develop curiosity and enthusiasm about print. They are able to select, read and talk about a range of fiction, poetry and non-fiction. They have many stories told and read to them and they have opportunities to retell narratives themselves. The focus, particularly at the early stage, is on developing understanding and conveying meaning of the texts they read rather than on reading words accurately.

Pupils' phonological awareness and phonic knowledge is developed as they follow the Letters and Sounds based FFT phonics programme through daily phonics teaching. By the end of EYFS, most pupils will have progressed to Phase 4 phonic sounds, and be confident in decoding CVC words and some blended sounds.

Pupils' home reading books include one book which matches the sounds they have learned, as well as a free choice of age-appropriate book to encourage pleasure in reading and being read to at home.

### **Key Stage One**

At Key Stage 1 the emphasis is on developing pupils' 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. Teachers model a range of reading strategies, including the identification of sentence structure and the function of punctuation marks, and give pupils opportunities to practise phonic skills and word recognition in context.

In Year 1, Phonics teaching continues on a daily basis and Phase 4 and 5 sounds are embedded and applied. Pupils' home reading books include one book which matches the

sounds they have learned, as well as a free choice of age-appropriate book to encourage pleasure in reading and being read to at home.

In Year 2, pupils who have not yet passed the Phonics Screening Check are supported to accelerate their progress in phonetic decoding, along with strategies to increase fluency. Reading books follow the Oxford Reading Tree levels.

### *Key Stage Two*

At Key Stage Two pupils meet a wider range of texts in fiction, poetry and non-fiction. Teaching focuses on developing pupils' reading skills, e.g. generalising and making inferences by drawing on evidence from the text. There continues to be a high level of interaction between teacher and pupils with teachers inviting pupils' individual responses and interpretations rather than narrowly focused comprehension.

The texts chosen offer challenge to all pupils in the class. The texts chosen are of a high quality and children can follow as the text is read to them through having a book individually or with a partner. Throughout the reading part of the literacy journey, the children undertake tasks to deepen their understanding of the text. Sometimes these work best before the reading of the text (e.g. raising prior knowledge, making predictions on the basis of title and illustration, whetting the reader's appetite), sometimes during (e.g. giving advice to a character at a point of crisis or decision, noting personal response in an on-going reading journal), sometimes after (providing opportunities for reflection on the whole text, mapping a character's literal or emotional journey). The intention is to illuminate text and keep the pupils focused on their personal response and critical interpretation. In addition to this, students in Year 4-6 complete a weekly 'Speed Read' to increase reading speed, fluency and stamina.

Where needed, students in KS2 receive support with phonics in tailored focus groups. Home reading books continue to follow the Oxford Reading Tree levels, and students are regularly assessed to ensure they are reading books matched to their ability.

### *Inclusion*

A range of support is provided for struggling readers. Continuous assessment is used to ensure that the support provided is appropriate and timely. Support can include phonics focus groups, pictorial prompts, echo reading groups and other scaffolding to support fluency and comprehension.

### *Supporting the Lowest 20% of Readers*

Those who struggle with reading, or are new to English (identified by OFSTED as *the lowest 20% of readers*) are identified on joining the school, whether at EYFS in the baseline, or through a phonics or fluency baseline in the year group they join. FFT phonics tracker or a reading fluency check will be used to identify precisely where there are gaps in knowledge or understanding, and these will be addressed through in-class support and, where

necessary, withdrawal for extra booster sessions. These will be monitored by Year Group Leads, who will feed back on the impact of these to the Inclusion Manager and Assistant Head. Reading progression is tracked on FFT on a class, year group and whole-school level.

### The Learning Environment

All classrooms have well-stocked book areas with fiction and non-fiction titles. Care is taken to ensure that a wide range of texts is available in terms of content, form and genre, e.g. texts which are accessible and challenging, texts which show cultural diversity and avoid stereotyping of race, gender and class. Reading areas are managed by the School Council, who are responsible for rotating the stock, engaging pupil voice when choosing new stock and managing displays.

The learning environment should also promote reading in an engaging way. Working walls display key vocabulary to support reading and the application of vocabulary in all areas of the curriculum. Lower down the school, the classrooms have displays with graphemes to support the teaching of phonics.

### The role of parents and carers

As set out in our homework guidance, reading regularly with children at home is an expectation of all parents and carers. This engagement and interaction is vital to build a love of reading and develop fluency.

### Assessment and recording

Assessment is used to inform the planning and the teaching of reading. This takes various forms as children progress through the school:

Year Group	Internal Reading and Phonics Assessment	External Assessment
EYFS	FFT Phonics tracking	EYFS Baseline GLD Assessment
Y1	FFT Phonics tracking Oxford Reading Tree Levels Cornerstones Reading Tests FFT Curriculum tracker.	Phonics Screening Check
Y2	FFT Phonics tracking (where necessary)	KS1 SATS reading tests

	Oxford Reading Tree Levels FFT Curriculum tracker.	
Y3	Oxford Reading Tree Levels FFT Curriculum tracker. Cornerstones Reading Tests	
Y4	Oxford Reading Tree Levels FFT Curriculum tracker. Cornerstones Reading Tests	
Y5	Oxford Reading Tree Levels (where necessary before Free Readers) FFT Curriculum tracker. Cornerstones Reading Tests	
Y6	Oxford Reading Tree Levels (where necessary before Free Readers) FFT Curriculum tracker.	KS2 SATS reading tests.

### Progression Through Oxford Reading Tree Levels

In EYFS and Year 1, students have a sound-matched book and a home reading book to promote sight reading and fluency.

Students then move through the levels based on the following assessments made in reading lessons and being heard read by teachers and other staff:

Above 95% accuracy	90-94% accuracy	Below 90% accuracy
<b>Independent Level</b>	<b>Instructional level</b>	<b>Challenging level</b>
Can read with ease; Move up a band	The ideal level text	Difficult to access; consider moving down a band

All students are heard read at least once per week in guided or class reading. In KS1 and LKS2 this is more frequent; frequency varies according to need and fluency level.

Teachers record when children have been heard reading and their fluency/ Oxford Reading Tree level. This helps inform FFT judgements for teacher assessment.

Where a teacher is uncertain of the level a child should be working on, a running record is used for precise assessment. These are also used to assess progress after reading interventions.

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4-5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
		4	Light blue
Year 1 / Primary 2	5-6 years old	5	Green
		6	Orange
		7	Turquoise
Year 2 / Primary 3	6-7 years old	8	Purple
		9	Gold
		10	White
		11	Lime
		12	Lime +
Year 3 / Primary 4	7-8 years old	8	Brown
		9	
		10	
		11	Grey
		12	
13			
Year 4 / Primary 5	8-9 years old	14	Dark blue
		15	
Year 5 / Primary 6	9-10 years old	16	Dark red
		17	
Year 6 / Primary 7	10-11 years old	18	
		19	
		20	