

# Reading

at Bank Lane Infant and Nursery School

*Working together, nurturing excellence.*

**Subject Lead** – Kathryn Rogers

**Last Updated** – October 23



# Curriculum plans – How are knowledge and skills built across throughout school?

- **Our Progression Grids start in EYFS**, using the EYFS Framework, Development Matters and the ELGs as end points.
- **Our Phonics Programme** starts in EYFS with Debbie Hepplewhite's 'Teeny Reading Seeds' in Nursery and then moving onto the Phonics International lesson approach in Reception, Year 1 and Year 2, using RWI pictures to aid retention and recall.
- Our **Progression Grids continue for reading for KS1**. These are based upon The National Curriculum Programmes of Study. They are split into Year 1 and Year 2.
- The Progression Grids cover **'Word Reading', 'Comprehension' and 'Vocabulary'**.
- A **'quality text'** is at the heart of our planning and is chosen for each topic in EYFS and KS1.
- In EYFS this quality text is used to plan **EYFS DEAL/ Magic Story Box** activities which enable reading development (Literacy and Communication and Language, plus the other five areas of learning).
- In KS1 the quality text is used to plan **DEAL** activities around, helping to develop vocabulary, literacy skills and reading skills.
- All reading Progression Grids are in staff **Curriculum Files** so everyone knows where their 'bit' fits in and what is coming next for the children.
- **Our Phonics Programme** runs from EYFS to the end of KS1. It is a whole school document. Staff can see what the children have learned in previous year groups, what is to come and where children are expected to be at the end of the year.
- Concepts in reading are plotted through the Progression Grid to show where the key concepts are met and revisited.

**EY Overview of Progression**

**Educational Programme-EYFS Framework**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Development Matters - Nursery	Development Matters - Reception	Early Learning Goals
<ul style="list-style-type: none"> <li>Understand the five concepts about print:                             <ul style="list-style-type: none"> <li>print has meaning</li> <li>print can have different purposes</li> <li>we read English text from left to right and from top to bottom</li> <li>the names of the different parts of a book</li> <li>page sequencing</li> </ul> </li> <li>Develop their phonological awareness, so that they can:                             <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>count or clap syllables in a word</li> <li>recognise words with the same initial sound, such as money and number.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Read a few common exception words matched to the school's phonics programme.</li> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> <li><b>Word Reading</b> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonics knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.</li> </ul> </li> </ul>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text: The Colour Monster, Jack and the Beanstalk	Text: The Naughty Bear, The Paper Dolls, Stickman	Text: Max, Jupiter, Jupiter	Text: How to Catch a Rainbow	Text: The Night Pirates	Text: Whatever Next! The Way Back Home
Phonics: baseline s, a, t, p, i, n	Phonics: Phase 2: m, d, g, s, r, k, h, a, u, r, h, l, l, r, e, u, j, v, w, x, y, z Phase 3: ai, ee, ig, oo, oo, ee, or, oi, ow, oi, er, or, er, words with double letters, words with double letters.	Phase 2: ai, ee, ig, oo, oo, ee, or, oi, ow, oi, er, or, er Phase 3: ai, ee, ig, oo, oo, ee, or, oi, ow, oi, er, or, er, words with double letters, words with double letters.	Phase 4: Short words with adjacent consonants • CVCC CVCC CVCC CVCC CVCC CVCC • longer words and compound words	Phase 3: long vowel graphemes with adjacent consonants • CVCC CVCC CVCC CVCC CVCC • words ending in suffix:	Phase 5: /ai/ by play /ee/ by cloud /oi/ by toy /ai/ by each

**Year 1**

**1:1 Big Question:** How did the dinosaurs leave their mark on the world? What will your Year 1 footprint look like?

**Topic:** The Land before Time  
**Theme:** Forever changing  
**Book:** Katie And The Dinosaurs

**Daily Phonics Lesson:** Review Phase 3 and 4; ai, ee, ig, oo, oo, ee, or, oi, ow, oi, er, or, er

**words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words**

- words with s /z/ in the middle
- words with -s /z/ at the end
- words with -es /z/ at the end

Review Phase 5:  
/ow/ by cloud /oi/ by toy /ai/ by each

Non-decodable words (Phase 2):  
The, to, no, go, I

Non-decodable words (Phase 3):  
me, be, was, you, they, all,

**Reading: Word Reading**

**Reading: Comprehension**

**Reading: Vocabulary**

**Text 1:** Katie And the Dinosaurs

**DEAL:** teacher in role, conscience alley, placing the prop, guided tour

**Whole Class Reading:** recognising and joining in with predictable phrases

**Group Teaching of Reading:** To Draw on knowledge of vocabulary to understand texts. To identify and explain key aspects of fiction and non-fiction text, such as characters, events, tales and information.

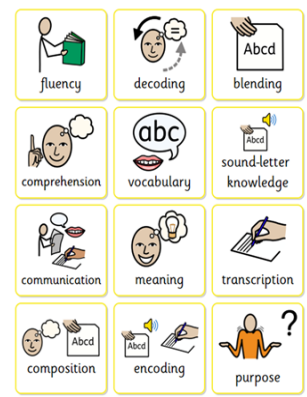
**1c Identify and explain the sequence of events in texts, 1d. Make inferences from the text, 1e. Predict what might happen on the basis of what has been read so far.**

**Teachers to identify which Reading Domain they are focussing on in their Group Reading Record for each session)**

**Letter, word, word space, sentence, full stop, capital letter, read, reading, phoneme, grapheme, digraph, trigraph, phonic, sound, fiction, non-fiction, reading and writing direction, character, event, title, author, illustrator, information, story, poem, rhyme, phrase, re-tell, predict, illustration, scene**

**Dinosaur names, pre-historic, carnivore, omnivore, herbivore, hunt, museum, history, past, long ago, Wood, tree, home, animal, Gruffalo, mouse, owl, snake, fox, topic, woodlands, plants**

Reading and Writing Concepts



Whole School Phonics Progression and Planning

	Term 1		Term 2		Term 3	
	First Half	Second Half	First Half	Second Half	First Half	Second Half
<b>Reception</b>	Baseline assessments	Phonics International, Read Write Inc	Phonics International, Read Write Inc	Phonics International, Read Write Inc	Phonics International, Read Write Inc	Phonics International, Read Write Inc
	Phase 2: s, a, t, p, i, n	Phase 2: m, d, g, s, r, k, h, a, u, r, h, l, l, r, e, u, j, v, w, x, y, z Phase 3: ai, ee, ig, oo, oo, ee, or, oi, ow, oi, er, or, er	Phase 2: ai, ee, ig, oo, oo, ee, or, oi, ow, oi, er, or, er Phase 3: ai, ee, ig, oo, oo, ee, or, oi, ow, oi, er, or, er, words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words	Phase 4: Short words with adjacent consonants • CVCC CVCC CVCC CVCC CVCC CVCC • longer words and compound words • words ending in suffixes: -ig, -ed /v/, -ed /ai/ /ai/, -ed /ai/	Phase 4: Short vowel graphemes with adjacent consonants • CVCC CVCC CVCC CVCC CVCC • words ending in suffixes: -ig, -ed /v/, -ed /ai/ /ai/, -ed /ai/	Phase 5: /ai/ by play /ee/ by cloud /oi/ by toy /ai/ by each
	Non-decodable words Read: (Set 1) the so no go I	Non-decodable words Read: (Set 3) you, they, all, are, her	Non-decodable words Read: (Set 3) he, she, we, me, be, they	Non-decodable words Write: (Set 2) he, she, we, me, be, they	Non-decodable words Write: (Set 4) said, have, like, so, do, some, come	Non-decodable words Read: (Set 5) were, there, little, one, when, out, what

# Curriculum Plans – What are the plans for progression of vocabulary?

- Vocabulary is planned for in **each subject's Progression Grid**
- Each subject has **vocabulary cards** to co-create with the children. This develops vocabulary use, **retention and recall** of the **meanings** of the words.
- Quality texts** have been selected because of the vocabulary they contain or because the themes in them lend themselves to the generation and learning of new vocabulary.
- In EYFS the ShREC approach is used to engage children in high quality interactions and develop children's vocabulary.

**Vocabulary**

Letter, word, word space, sentence, full stop, capital letter, read, reading, phoneme, grapheme, digraph, trigraph, phonics, sound, fiction, non-fiction, reading and writing direction, character, event, title, author, illustrator, information, story, poem, rhyme, phrase, re-tell, predict, illustration, sense

Dinosaur names, pre-historic, carnivore, omnivore, herbivore, hunt, museum, history, past, long ago, Wood, tree, home, animal, Gruffalo, mouse, owl, snake, fox, topic, woodlands, plants

<p><b>family</b></p>	<p><b>diver sity</b></p>
<p><b>different</b></p>	<p><b>Special person</b></p>

- During **Phonics** word cards are read with vocabulary on that the children may not have come across before. **Meaning** is discussed during the reading part of the phonics lesson.

Created by Rachel Clarke, Director Primary English Education Consultancy Limited, 2015 www.primaryenglished.co.uk info@primaryenglished.co.uk

**1a: Draw on knowledge of vocabulary to understand texts**

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By using this word, what effect has the author created?
- In the story, 'I' is mentioned a lot. Why?
- The writer uses words like ... to describe ... What does this tell you about a character or setting?
- What other words/phrases could the author have used?
- The writer uses ... words/phrases to describe ... How does this make you feel?
- How has the writer made you and/or character feel... happy /sad/angry/ frustrated/lonely/better etc? Can you find those words?
- Which words and /or phrases make you think/feel?

- 'Can you still...?'** Starting lessons with retention check of previously learned vocabulary, part of working walls.

HIGH QUALITY INTERACTIONS IN THE EARLY YEARS  
The 'ShREC' approach

The aim of the ShREC approach is to encourage more conversations with a variety of responses to all children's questions and information strategies that can be embedded in everyday practice.

"When done well, high quality interactions often look effortless but they are not easy to do well!"  
EOP Guidance Report, Preparing for Literacy

The resource supports the Preparing for Literacy guidance report

<p><b>Sh</b></p> <p>Share attention</p> <p>Be at the child's level. Pay attention to what they are focused on.</p>	<p><b>R</b></p> <p>Respond</p> <p>Respond to the child's lead and build on it by adding verbal and non-verbal responses. The child needs a clear comment on what they can see, hear or feel.</p>	<p><b>E</b></p> <p>Expand</p> <p>Repeat what the child says and build on it by adding three words to turn it into a sentence.</p>	<p><b>C</b></p> <p>Conversation</p> <p>How extended open-ended interactions. Give children time to think, process and bring.</p>
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**S**

sit sat sip sun  
nest mist fast  
pots bats sips

- During **Guided Reading** sessions **Reading Domain Cards** are used to ask children to draw on their knowledge of vocabulary to understand texts.
- During **'Echo Reading'** and **'Shared Reading'** vocab and interesting words are discussed.
- Vocab can be noted down on **Working Walls**.



community

belonging



**TalesToolKit**  
Everyone has a story


- In **EYFS DEAL/ Magic Story Box** has new vocab each session. This is shared and learned by the children and runs through the activities all week.
- In **KS1 DEAL** generates vocabulary and children can work in groups, whole class and pairs to talk and use new words, using DEAL strategies.
- In EYFS the new vocab, and previously learned vocab, is used during activities. Teachers and TAs will use and listen out for the children using vocab previously taught.





# Pedagogy – How are lessons structured?

### Reception Phonics Routine




Slither down the snake

- Before the lesson: reading cards in each child's place at table; thin regular pencils sharp and on table; children's phonics exercise books out on table ready for use in places above the reading cards
- On the carpet; introduce the digi sound and letter name
- Teacher to model saying the sound, talking about correct mouth shape and tongue position. Children join in
- Say the Read, Write Do rhyme for the letter shape. Teacher and children make letter shape in the air with finger, saying the rhyme

S

sit sat sip sun  
nest mist fast  
pots bats sips



Slither down the snake

S

S

### OPEN THE BOX...

STORY BOX, STORY BOX TAP THE LID  
1, 2, 3  
[WIZARD KNOCKS ON THE LID THREE TIMES AS YOU ALL COUNT TO THREE]  
AND IT UNLOCKS  
RIDDLES, RHYMES, TALES, TUNES AND MIMES.  
[CHIMES ARE PLAYED, AND THE LID IS OPENED BY THE TEACHER]

- **EYFS DEAL Magic Story Box**; start with the opening of the box, vocab, DEAL techniques, activities linked to the 'quality text' used

**Wonderful Words** – community, belonging  
**Clues** – a sign made with sticks that reads 'Home Sweet Home'. *What can this mean? What kind of home might have a sign like this? Who might live there?*  
**Story World** –  
**Teacher in Role** as Stickman (hat).  
**Hotseating** – children and TA (TT Symbol – 'We have met our first Character') ask Q's to find out more about this character. Stickman reveals that he lives in 'the Family Tree, with his Lady Love and his children three'. Stickman reveals that he is happy with his family and his tree home, but doesn't know much about his community.  
**Challenge** – *Can you help me to find out more about where I belong? What is your community like (Offerton, Banks Lane School)? How is your community like mine?*  
**Out of Role**;  
**Read the Picture** (TT Symbol Setting) – look at page 1 – *What can you see, hear, smell, touch and taste? Follow up in another session in Woodland Area. How would you feel if you lived in this picture?*  
**Roll on the Wall** (TT Symbol Character) – *What do we already know about the Stickman?*  
**Song** – Let's All Tap Our Sticks (Mulberry Bush):  
 "Let's all tap our sticks today, sticks today, sticks today.  
 Let's all tap...  
 Tap tap, tap...  
 Tap tap, tap...  
 Repeat with..."

**Magic Story Box**

We called a doctor!

Doctors take care of people that are sick.

Weekly Reading

Banks Lane Infant & Nursery School Reading Record EYFS

Child:	Teacher:	Parent/Carer:	Response notes - including follow up work



Banks Lane Infant & Nursery School Reading Record KS1

Child:	Teacher:	Parent/Carer:	Response notes - including follow up work

### Reading Vipers

Vocabulary  
Infer  
Predict  
Explain  
Retrieve  
Sequence or Summarise

- **Phonics lessons** have a three part structure; decoding, encoding and handwriting. Based upon **Phonics International** approach.
- Children read together (Echo Reading) with the teacher the words on the **Phonics Reading Cards**. They read them independently too.

### Phonics at Banks Lane Infant and Nursery School

- Phonics International with Read, Write Inc pictures and rhymes
- Each lesson involves teaching knowledge of the Alphabetic Code and three core skills; decoding, encoding and handwriting

Decoding	Encoding	Handwriting
<ul style="list-style-type: none"> <li>• Teacher led, review and revise, for-paced</li> <li>• Teacher led, introduce focus letter's sound correspondence and model decoding skill.</li> <li>• Children learn focus code and apply to word level, read words from card together then children practice with own card.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher led, model encoding skill for focus code/ sound</li> <li>• Children write words containing focus code, starting sounds, writing word</li> <li>• Children apply and extend new learning at sentence level; children write dictated sentence containing a word with focus code/ sound in (in Term 2 for Reception)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher led, model letter formation for focus code/ sound (in Reception. In Y1 this is done through the teacher modelling the writing of the words)</li> <li>• Children write words containing focus code, starting sounds, writing word (in Term 2 for Reception)</li> <li>• Children apply and extend new learning at sentence level; children write dictated sentence containing a word with focus code/ sound in (in Term 2 for Reception)</li> </ul>
Assessment: Formative & Summative	Support Provision	Extension Provision
<p>Reception</p> <ul style="list-style-type: none"> <li>• Baseline assessment</li> <li>• Teacher/TA assessment during lessons</li> <li>• End of unit baseline</li> <li>• End of year one core grid</li> </ul> <p>Year 1</p> <ul style="list-style-type: none"> <li>• Baseline/ start of year assessment</li> <li>• Teacher/TA assessment during lessons</li> <li>• End of unit baseline</li> <li>• Phonics Screening Check, Term 2</li> <li>• Phonics Screening Check results</li> </ul>	<p>Teacher assessment during lessons</p> <p>Child has TA support during lessons</p> <p>Child has additional, small group support, which is lesson dependent on ability (e.g. phonics, guided reading of phonics reading books, learning strategies to support struggle in words)</p>	<p>Teacher assessment during lessons</p> <p>Child has additional, quality work for reading during lessons</p> <p>Child has extension, quality work for reading during lessons</p> <p>Phonics reading books to take home that contain phonics support (if child can use them well) and read them at home</p> <p>During the lesson children can be given further activities to write as a challenge</p>

- **KS1 DEAL**; quality text, DEAL drama techniques selected.



- In **KS1 group reading** takes place daily. Each group reads with the teacher or TA once a week or does a reading activity independently.
- Y2 have a 'Reading Book' to record comprehension activities in using VIPERS.
- Y1 are introduced to VIPERS as a whole class activity.
- One group is the teacher focus group, one is the TA focus group.
- Reading Domains are used to structure the questions children are asked to teach and assess comprehension skills.
- Echo Reading and Choral Reading are used during group reading.
- **Poetry** is recited and shared at various times during the day e.g. lining up time.



# Assessment – Measuring progress, knowledge, skills and challenge

Banks Lane Infant & Nursery School | Year 1 Reading End Points

Reading	Word Reading	Comprehension
<p><b>Year One</b></p> <ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words.</li> <li>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>Read words containing taught GPCs and -s, -es, -ing, -ed, -er, and -at endings.</li> <li>Read other words of more than one syllable that contain taught GPCs.</li> <li>Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).</li> <li>Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</li> <li>Reread these books to build up their fluency and confidence in word reading.</li> </ul>	<p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read</li> <li>being encouraged to link what they read or hear read to their own experiences.</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>recognising and joining in with predictable phrases.</li> <li>learning to appreciate rhymes and poems, and to recite some by heart.</li> <li>discussing word meanings, linking new meanings to those already known.</li> </ul> <p><b>Understand both the books they can already read accurately and fluently and those they listen to by:</b></p> <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>checking that the text makes sense to them as they read, and correcting inaccurate reading.</li> <li>discussing the significance of the title and events.</li> <li>making inferences on the basis of what is being said and done.</li> <li>predicting what might happen on the basis of what has been read so far.</li> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>Explain clearly their understanding of what is read to them.</li> </ul>	<p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <p><b>Understand both the books they can already read accurately and fluently and those they listen to by:</b></p>

Banks Lane Infant & Nursery School | Year 1 Reading Assessment

Year 1 Reading	Word Reading	Comprehension
<p>Name</p>	<p>Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and -s, -es, -ing, -ed, -er, and -at endings. Read other words of more than one syllable that contain taught GPCs. Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s). Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Reread these books to build up their fluency and confidence in word reading.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read being encouraged to link what they read or hear read to their own experiences. becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. recognising and joining in with predictable phrases. learning to appreciate rhymes and poems, and to recite some by heart. discussing word meanings, linking new meanings to those already known.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher. checking that the text makes sense to them as they read, and correcting inaccurate reading. discussing the significance of the title and events. making inferences on the basis of what is being said and done. predicting what might happen on the basis of what has been read so far. Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.</p>

- ### Early Learning Goals
- #### Comprehension
- 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, nonfiction, rhymes and poems and during role play.
- #### Word Reading
- 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.

Children who haven't achieved the objectives in their year group are noted in the grid in the Curriculum Files.

Banks Lane Infant & Nursery School Reading Record

Class/Teacher	Year	Reading Objective	Progression	Comments

Group reading records, looking at Reading Domains for comprehension and vocab achievement



Assessment of reading fluency

	1	2	3	4
<b>Expression and Volume</b>	Reads in a quiet voice so it can be heard. The reading sounds natural like talking to a friend.	Reads in a quiet voice so it can be heard. The reading sounds natural like talking to a friend.	Reads with volume and it can be heard. The reading sounds like they are talking to a friend.	Reads with vocal volume and expression. However, sometimes the reader's eye expressions and reading does not sound like they are talking to a friend.
<b>Phrasing</b>	Reads word-by-word with a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of one, two and three word phrases, and some chopiness. There is occasional stress and intonation.	Reads with good phrasing adhering to punctuation, stress and intonation.
<b>Smoothness</b>	Frequently hesitates while reading, omits words, and repeats words or phrases. The reader makes multiple attempts to read the same phrase.	Reads with occasional pauses or hesitations. The reader has difficulty with specific words and/or sentence structures.	Reads with occasional pauses or hesitations. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with one break, the self-corrects with difficult words and/or sentence structures.
<b>Pace</b>	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

In a book you are reading independently, can you:

Make inferences on the basis of what is said and done.				
Make links between the book you are reading and other books you have read.				
Predict what might happen on the basis of what has been read so far.				
Identify the main characters and provide a detailed description of each, drawing on evidence from the text.				
Express personal preferences with regard to this choice of book for your independent reading, demonstrating some knowledge of similar books and the ability to use this to explain the reasons for your choice.				

TAFs for Y1 and Y2

Year 1 Common Exception Words Checklist Blue; Phase Words

Word	R	W	Word	R	W	Word	R	W
the			you			where		
a			your			love		
do			they			come		
to			be			some		
today			he			one		
of			me			once		

Children are assessed on the CEW they can read.

Unit 1 Assessment

s	a	t	i
p	n	c	k
ck	e	h	r

Phonics assessments for baseline and each half term

Children working below and above expected standard are noted in the Curriculum Files.

Book Band	Learning opportunities
<b>Lilac/Band 0</b>	<ul style="list-style-type: none"> <li>Locate title and open front cover.</li> <li>Relate narrative to own experience. Retell narrative in own words.</li> </ul>
<b>Pink A/Band 1A</b>	<ul style="list-style-type: none"> <li>Locate title. Know that left page comes before right. Can turn pages appropriately.</li> <li>Start to match spoken word to printed word (one-to-one correspondence).</li> <li>Confirm this matching using a few known words or letters.</li> <li>Work out the storyline from the illustrations and repeated language patterns.</li> </ul>
<b>Pink B/Band 1B</b>	<p>As Pink A but with the following progression:</p> <ul style="list-style-type: none"> <li>Use some letters together with meaning to read the text, including CVC words.</li> <li>Match spoken to printed word (one-to-one correspondence) across 2-3 lines of print.</li> <li>Show some awareness of mismatches between reading attempts and text.</li> </ul>
<b>Red A/Band 2A</b>	<ul style="list-style-type: none"> <li>Consolidate secure control of one-to-one matching on a wide range of texts.</li> <li>Solve simple words by blending phonemes from left to right and check for meaning, correct syntax, i.e. does it make sense and sound right? Begin to notice own errors.</li> <li>Start to read in a more phrased manner while maintaining track of the print.</li> </ul>
<b>Red B/Band 2B</b>	As Red A but offering slightly more challenge.
<b>Yellow/Band 3</b>	<ul style="list-style-type: none"> <li>Follow print with eyes, finger-pointing only at points of difficulty.</li> <li>Take more note of punctuation for grammar and oral language rhythms.</li> <li>Cross-check all sources of information while reading, and sometimes self-correct.</li> <li>Note familiar words and phonemes and use these to get to unknown words.</li> </ul>
<b>Blue/Band 4</b>	<ul style="list-style-type: none"> <li>Move through text attending to print, meaning, and sentence.</li> <li>Self-correct more often, rereading to enhance phrasing and meaning.</li> <li>Solve new words using print information and understanding.</li> <li>Identify consistent parts of unfamiliar two-syllable words.</li> <li>Discuss content in a way that indicates understanding.</li> </ul>

Readiness for moving up a book band statements

R Reading Scheme Progress Sheet	Meeting	GDS	Orange	Turquoise	Purple	Gold	White	Light Green	Dark Green	SEN

Book band record

Key stage 1

Phonics screening check  
Pupils' materials

Phonics Screening Check in Y1

Phonics—not passed

Phonics Class 7	Phonics Class 8	Phonics Class 9
Elias PP (26)	Skyja PP (10)	Harvey (3)
Oscar (7)	Sebastian (24)	Tomias PP (30)
Charlie (14)	Ellie (20)	Abel (12)
Reggie PP (32)	Ellis (11)	Jasmine (23)
	Niamh (20)	Archie S (2)
	August (26)	Maggie Mae (15)
	Jesse (25)	Hanna PP (32)
	Ecca (32)	
	Honey (32)	

Progress Reviews; targeted children for reading & phonics interventions

Low pass

# Assessment – Measuring children’s progress, key findings



Data EYFS	English On a Page 2022/ 23 End of Year Evaluation		Data KS1			
<p><b>EYFS</b></p> <ul style="list-style-type: none"> <li>61.1% GLD (All) , 67.3% National 23</li> <li>61.1% Literacy (All), 69.8% National 23</li> <li>65.3% Literacy (Girls), 76.3% National 23</li> <li>56.1% Literacy (Boys), 63.6% National 23</li> <li>0% Literacy (SEND) (E), 6.5% National 23</li> <li>14.3% Literacy (SEND) (K), 29.9% National 23</li> <li>55.6% Literacy (PP/ FSM), 54.1% National 23</li> </ul>	<ul style="list-style-type: none"> <li>71.9% Reading, 60.7% Writing (EXP, All), 68.4% Reading, 60.3% Writing National 23</li> <li>73.3% Reading EXP (Boys), 65% National 23, 26.7% GDS (Boys), 17% National 23</li> <li>70.5% Reading EXP (Girls), 71.9% National , 25% Reading GDS (Girls), 20.7% National 23</li> <li>57.8% Writing EXP (Boys), 54.5% National 23, 11.1% GDS (Boys), 6.5% National 23</li> <li>63.6% Writing EXP (Girls), 66.3% National , 11.4% Writing GDS (Girls), 10.1% National 23</li> <li>100% E, 50% K Reading EXP; 100% E, 12.5% K Writing EXP (SEND), 13.1% E, 32% K Reading EXP; 8% E, 21.8% K Writing National EXP (SEND), 0% E, 12.5% K Reading GDS; 2% E, 4.5% K Writing National GDS (SEND),</li> <li>75% Reading EXP (PP/FSM), 54.1% EXP National, 10% Reading GDS, 9.2% GDS National</li> <li>60% Writing EXP (PP/FSM), 44.7% EXP National, 5% Writing GDS, 3.4% GDS National</li> </ul>		<p><b>Development Points</b></p> <ul style="list-style-type: none"> <li>Focus on Literacy overall (reading, writing and phonics) in Year 1 to support children’s learning from EYFS.</li> <li>Writing in all year groups.</li> <li>A focus on sentence level work to improve writing in all year groups. Sentence Progression Grid to be added to Writing Progression Grid with supporting graphics (Widgit).</li> <li>Phonics, Motor Skills United intervention groups in KS1.</li> <li>Echo Reading, Choral Reading, Group Reading in all year groups.</li> <li>Doodle Spell to be used in KS1 to set regular assignments on for at home.</li> <li>Girls and Literacy in KS1; phonics interventions, echo and choral reading, Doodle Spell</li> <li>Continuation of DEAL in KS1 and Magic/ Special Story Box in EYFS to improve writing.</li> </ul>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>Boys Reading EXP (73.3% BLIS, 65% National 23)</li> <li>Boys Reading GDS (26.7% BLIS, 17% National 23)</li> <li>Boys Phonics Y1 (85% BLIS, 75.7% National 23)</li> <li>No gender gap in Phonics</li> <li>PP Literacy in EYFS</li> </ul>	<p><b>Curriculum Files</b></p> <ul style="list-style-type: none"> <li>End points as assessment statements to be used now that Progression Models have been updated.</li> <li>EYFS and KS1 Group Reading Records</li> <li>Readiness to move up a book band document</li> <li>Assessed piece of writing (KS1) each half term (TAFs to be used)</li> </ul>	<p><b>Subject Leader Monitoring &amp; Support-How do You Know?</b></p> <ul style="list-style-type: none"> <li>Half-termly Footprint Reviews</li> <li>Half-termly whole staff ‘book looks’ and Subject Lead time</li> <li>Termly Learning Walks</li> <li>Staff meetings</li> <li>Pupil voice</li> <li>Curriculum files, including gap analysis</li> <li>End of year data</li> </ul>
<p><b>Year 1 Phonic Screening Check</b></p> <ul style="list-style-type: none"> <li>85.2% Y1 Phonic Screening Check, 79% National 23</li> <li>85%, 85.4% Y1 Phonic Screening Check (Boys, Girls), 75.7%, 82.5% National 23 (Boys, Girls)</li> </ul>			<p><b>Quality of Education Judgement: GOOD</b></p> <p>Reading is prioritised to allow pupils to access the full curriculum offer.</p> <p>A rigorous and sequential approach to the reading curriculum develops pupils’ fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge that pupils are taught when they are learning to read.</p> <p>The sharp focus on ensuring that younger children and those at the early stages of reading gain the phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.</p> <p>Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing</p>			

# Inclusion – Challenge and adaptation

## Possible Indicators

Significantly behind in book band level for Exp/ Meeting for year group.

Difficulty retaining phonemes taught.

Difficulty applying phonic knowledge when reading.

Difficulty ordering the events in a story.

Speech and language difficulties.

## SEND/ Inclusion Offer

### Reading Provision Map



The Inclusion offer for reading is written in parallel with our Whole School Provision Maps, which detail the Quality First Teaching Strategies included in our Universal Offer.

EHCP referral

1:1 SaLT follow up for child with diagnosed developmental language disorder.

SSP with reading targets included. Following of the Stockport SEND Tracker to monitor progress.

SaLT referral. EP referral. Monitoring during Phase Progress Reviews.

Additionality groups for reading for decoding, reading comprehension and phonics.

Individual reading practise; extra outside of group reading.

Teacher or TA support within the classroom to access QFT.

Monitoring during Phase Progress Reviews.

Identification to SENDCo and Subject Lead.

Individualised

Targeted

Universal


Systematic Synthetic Phonics teaching; Phonics International. BLIS Quality First Teaching strategies.

Phonetically decodable reading books matched to phonics ability. Regular practise of previously taught phonemes; recall and retention activities. Shared Reading, Group Reading and Individual Reading. Echo Reading, Choral Reading, Reading Theatre; development of fluency. DEAL (Drama Engagement Active Learning) and Magic Story Box approaches used to immerse children in the narrative. All topics coming from a 'quality text'. Exploration of vocabulary through topics, quality texts, DEAL and during phonics lessons. Print rich environment in school. School Library and the promotion of sharing books at home.

Reading for pleasure developed through quality texts, classroom reading areas, school library, reading events throughout the year, Seesaw DEAL and narrative immersion. Tales Toolkit in EYFS to develop the language of story. Common Exception Words explicitly taught in each year group. Dyslexia friendly teaching – flipcharts and texts on non-white background, range of clear fonts, un-overloaded resources, coloured reading rulers appealing visual worksheets/resources. Intelligent verbal praise recognising the process, progress and effort, not just achievement. Metacognition strategies –Plan, Monitor, Reflect used. Ethos of Growth Mindset embedded. Differentiation used very carefully. Children **not** removed from whole class input. Pre-teach key vocabulary.



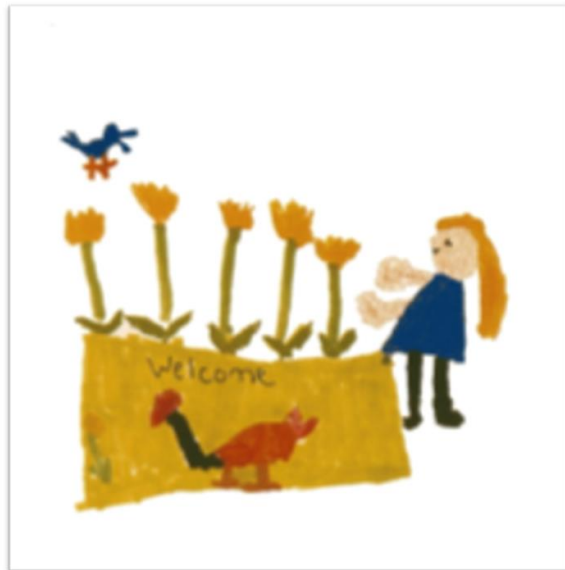
# Subject evaluation - How do I find out about what's going well and what needs to improve?

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# Policy

**Banks Lane Infant and Nursery  
School**

*Working together, nurturing excellence*



**English Policy**

June 2019

- Written in 2017, updated 2019.
- Needs to be updated

# Next steps...

- Monitoring of PP/ FSM group in KS1