



**Newall Green
Primary School**

Aiming High To Reach Our Goals

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Reading Policy

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Newall Green Primary School Reading Curriculum

Intent

The intent of this policy is to outline the school's approach to promoting and developing reading skills among students at Newall Green Primary School. It has been carefully considered to meet the needs of the children within school and to address some of the difficulties that the children were encountering whilst learning to read.

Many children within Newall Green Primary School start school with lower than average Language skills. We know that a number of factors contribute to the development of Reading and Language skills including the child's own speaking skills, prior knowledge, their understanding of key vocabulary, their knowledge about books and print and their flexibility in responding to the demands of the text. We have adapted our curriculum so that those children who do not have the support at home to develop their reading skills have the opportunity to flourish and enjoy reading. We provide opportunities to develop oracy skills, vocabulary development and developed knowledge through listening to stories, engaging with drama, learning songs and being taught the skills to read.

Implementation

The core concepts for Reading:

Core Concepts in Reading		
Phonics and sight vocabulary We teach the children using systematic and discrete phonics instruction so that they are able to develop phonological and phonemic awareness. This allows children to understanding that the sounds of spoken language work together to make words. Using Read, Write Inc we teach children • how to look at print, • what to look for in print, • how to link what they hear and see in print • how to synthesise sounds together to read words. Working in this way gives children a strong and robust knowledge of sounds, letters, words and how they work	Phrasing and fluency To be a fluent reader child need to be able to be able to • automatically recognise and read words. • Understand and follow punctuation rules • Read with pace, • Read with expression, All of this is guided by the young reader's ongoing construction of meaning. Phrasing in fluent reading is the ability to group words together as in natural language, pausing appropriately between phrases, clauses and sentences so the reader can understand the text being read.	
Print, text structure, layout and organisation concepts Teaching children to navigate texts helps them to be good readers. Explicit teaching of text structure helps to improve the readers comprehension of texts. We use VIPERS to develop comprehension skills.	Reading Vipers Vocabulary Infer Predict Explain Retrieve Sequence or Summarise 	Comprehension monitoring The responsibility for learning is that of the child. For all children to become strategic and active readers they will be taught to check on themselves, notice their errors and inconsistencies and correct themselves. As children read texts that move up a gradient of difficulty, they will develop ways of extending their own competencies so that the more they read, the better they get at reading more and more challenging texts and increasingly diverse text types.

Subject Delivery

The timings of the delivery and the sessions allocated to each delivery method are available in the Curriculum Topic Overview for each year group.

Direct and Daily	Indirect and Daily	Direct and targeted
Teaching of phonics using Read, Write Inc Teaching sight vocabulary Explicit strategy instruction focusing on decoding and comprehension. Reading aloud a wide range of quality literature Explicit vocabulary development	Wider independent reading Exploration of vocabulary development weaved within the curriculum (see knowledge organisers) Engaging with literature and academic text specific to all curriculum areas Text navigation, structure and purpose within all curriculum areas	High-quality, evidence based, structured interventions that support pupils who are struggling with reading and accelerate learning to narrow the attainment gap

Year 1 Methods of Delivery

Phonics	Shared Comprehension
40 minutes per day: Streamed RWI Focussed reading and spelling lessons with additional post teaching opportunities provided to targeted children/groups as appropriate.	15 minutes day: Shared short stories delivered to whole class focussing on verbal response and discussion. This develops oral comprehension skills.

Year 2 Methods of Delivery

Phonics and Fluency	Read Aloud	Independent Reading
Autumn Term 40 minutes per day: Streamed RWI reading and spelling lessons with a focus on fluency. Additional post teaching opportunities provided to targeted children/groups as appropriate.	15 minutes per day: Class Novel read to the children	Throughout the week - Dedicated time allocated for developing independent reading behaviours.
Comprehension	Read Aloud	Independent Reading
Spring and Summer Term 20 minutes per day: Daily comprehension session which will focus on the domains of reading: Vocabulary, Inference, Prediction, Explaining and Evaluating, Retrieval and Summarising/Sequencing. This will include planned opportunities to practice skills of reading which are scaffolded, modelled, and then independently executed. Spelling Shed Used 10 mins /day for spelling development. Year 2 Children below Yellow at RWI 40 minutes per day: Streamed RWI reading and spelling lessons with a focus on fluency. Additional post teaching opportunities provided to targeted children/groups as appropriate.	15 minutes per day: Class Novel read to the children 15 minutes per day: Class Novel read to the children	Throughout the week - Dedicated time allocated for developing independent reading behaviours. Throughout the week - Dedicated time allocated for developing independent reading behaviours.

KS2 Methods of Delivery

Comprehension	Read Aloud	Independent Reading
30 minutes per day: Daily fluency and comprehension session which will focus on the domains of reading: Vocabulary, Inference, Prediction, Explaining and Evaluating, Retrieval and Summarising/Sequencing. This will include planned opportunities to practice skills of reading which are scaffolded, modelled, and then independently executed.	15 minutes per day: Mapped Read Aloud entitlement shared with children daily.	15 minutes of independent reading encouraged when possible throughout the week

Phonics and sight vocabulary

The programme is for:

- Pupils in Year R to Year 2 who are learning to read and write.

In Read Write Inc. Phonics pupils:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

We teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to develop skills such as correcting punctuation helping with articulation, or developing blending skills.

We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind their progress in reading, especially for those whose children whose fine motor skills are less well developed.

In the Reception classes, we teach children the alphabetic code so that children know the sounds and the letter or groups of letters they need to represent them. This learning is consolidated daily.

In addition, pupils are taught the high frequency words and have frequent practice in reading high frequency words with irregular spellings these are called the common exception words.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words.

Assessment

Children are assessed using the Read Write Inc guidelines. The data is used to identify the gaps in knowledge that a child may have. To teach the missing knowledge effectively we assign children groups that address specific learning targets.

For those on the Read Write Inc. Phonics programme, we record their starting date and entry point on the tracker to monitor the rate at which they are making progress. We can also easily identify those who joined the programme later and we are able to monitor the effectiveness of the programme.

For children who have completed Read Write Inc, teacher assessment is completed half termly through guided reading sessions, and NTS assessments are completed termly. In Year 6, past SATs papers are also used to assess reading skills.

Phrasing and fluency

We use reading aloud, shared reading and independent reading to develop fluency.

We have planned a broad, balanced and reading rich curriculum that includes reading with, reading by and reading to children. By protecting time every day, to read aloud to our children they will have the opportunity to hear and respond to great stories written by some of the most highly acclaimed literacy authors.

Our texts have been carefully selected so that children are able to enjoy a wide variety of texts. We hope these texts will inspire a love of reading.

Reading aloud

Teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves. Whilst reading, teachers model how the text should be read. A class novel is read for 15 minutes per day by the teacher. During 'read aloud', the aim for the teacher is to read with as little interruption as possible but sometimes, the teacher might pause to explain what words mean, explain new and unfamiliar concepts, ask questions (both teacher and children), visualise what is happening or summarise a main point or idea. All texts will be read from beginning to end to ensure that children can engage in the whole story.

Shared Reading

During these sessions, children will either read with a reading partner or with the whole class. The aim is for every child to become a fluent reader so it is a move away from one child at a time taking turns to read whilst the whole class listen. Reading with a partner is a way of developing enjoyment of reading but it also develops with repeated oral reading. Shared reading is the opportunity to go over texts so that the reader can read the text fluently. The texts are mapped out on the year group overviews in appendix 1.

Independent Reading

Reading is a skill and, as with every skill, it requires not just instruction but practice. Independent reading opportunities allow children to develop the following skills;

- Literal skills (answers can be directly lifted from the text)
- Deductive skills (the text does not directly give the answer but we can work things out from the information given)
- Inferential skills (the text does not directly tell us the answer but we can work things out by considering the hints and clues in the text in light of our own knowledge and experiences)
- Evaluative skills (giving personal opinions, often about whole texts, or successes of author in creating mood, character etc...)
- Stamina skills (being exposed to speed/stamina reads which are timed and then linked to reading comprehension)



Fluency monitoring

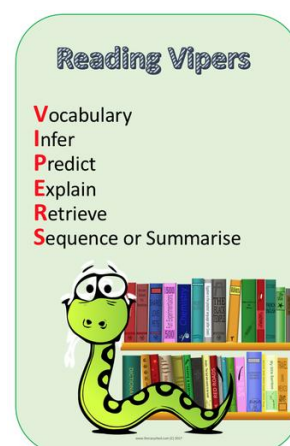
The aim is that a child can read fluently as fluency is the bridge between phonetical knowledge and reading comprehension. This is 60+ words per minute by Year 1, 80+ words per minute by year 2 & 100+ words a minute by year 3 and above from a text suitable for the age of the child.

- Children are tested at the start and the end of the year to identify their fluency speed.
- Teachers use independent and shared reading opportunities to identify a child's fluency and any skills that might need developing if a child is struggling to become fluent.
- Fluency practice is included in the daily guided reading session for all children.

Text comprehension

VIPERS is an acronym that stands for the six main aspects of reading that children need to learn and be confident in, in order to improve their comprehension of different texts. These aspects do not include building fluency and being able to decode the word of a text, as these are skills that should already be learned before being able to independently access the VIPERS skills.

This acronym pairs up with the six reading content domains that form part of the National Reading Curriculum. As such, teachers are able to accurately track the teaching of these skills whilst being able to assess a child's progress in each. If children are aware of the skills that they are learning, then they will be able to provide responses that are more in depth and show deeper understanding. VIPERS is visible in each classroom and Guided Reading sessions focus on these skills daily. Here is an overview of which skills in the acronyms match which KS2 content domains, although there can be some overlap:



KS2 Content Domains	VIPERS
2a Give/explain the meaning of words in context	Vocabulary

Retrieve and record information/identify key details from fiction and non-fiction	Retrieve
2c Summarise main ideas from more than one paragraph	Summarise
Make inferences from the text/explain and justify inferences with evidence from the text	Infer
2e Predict what might happen from details stated or implied	Predict
Identify /explain how information/narrative content is related and contributes to meaning as a whole	Explain
Identify/explain how meaning is enhanced through choice of words and phrases	Explain
2h Make comparisons within a text	Explain

Comprehension monitoring

It is well evidenced that reading comprehension can be improved through the explicit teaching of specific strategies to support pupils to monitor their own reading and overcome barriers to reading for meaning. Specific strategies include predicting, asking questions, summarising, clarifying and activating background knowledge and when used in combination enable the outcome skill of inference making – understanding the deeper layers of meaning.

- Questioning by the teacher or reading partner clarifies the readers understanding of the text
- Independent tasks such as summarising, question answering and inferring meaning (VIPERS) are planned into the lesson so that the teacher can form a good understanding of the child's comprehension skills and ability.
- NTS Assessments / SATs papers are used to check children's comprehension.
- Reading records are kept so that genres and levels can be monitored.

Impact

The ultimate test of the impact of the curriculum is in whether the students know what you want them to know, and what you think they should know. This has been carefully mapped against the core concepts for Reading in the tables in appendix 2.

To determine this, we check and monitor children's learning, providing teachers and students with information about progress and analysis of deliberate retrieval practice.

Phonics catch up

If a child is not secure in their phonics knowledge in key stage 2, they will receive the following catch up intervention.

Year 3 and Year 4 - 1:1/small group phonics

- Short, frequent sessions (10–20 mins daily)
 - Precise gap assessment before teaching
 - Re-teaching Phase 3–5 systematically
 - Use of fully decodable, age-appropriate books
 - Focus on fluency + prosody, not just decoding
- Daily reading with an adult

Year 5 and 6 - Fresh Start

- Read Write Inc catch up programme for 9 years+ and daily reading with an adult.

Home reading

Nursery

Nursery children are given a bedtime story book to take home each week. This is to be read to them by their adult at home.

KS1 and Reception

Pupils take home books that they have already read in the Read Write Inc. Phonics lesson. This means that they are confident to read at home, even if their parents cannot read with them. Pupils also take a Book Bag book that is new to them but has the same sounds that they are reading in their Read Write Inc lesson. Stories and new vocabulary are explained and discussed so all pupils have access to the books they read. Pupils also take home familiar picture books so that they can re-tell the story out loud and recall details and vocabulary.

KS2

Once the children have been assessed, they are given a book band appropriate for their reading level (see appendix 4). The children are then able to choose a book from this book band to take home. The children are encouraged to read at home, either to an adult or independently (year 5 and 6), for at least 15 minutes, 3 times a week. We ask that planners are signed so that teachers are able to monitor home reading. Children can change their book once they have finished it.

Reading in Early Years

Phonics

Children in Reception follow the Read, Write, Inc programme along with Year 1 and Year 2. The children are assessed and grouped into stages, where they work with peers on the same stage. In Reception, all children will learn how to 'read' the sounds in words and how those sounds can be written down. The children will:

- Learn 44 sounds and the corresponding letters/letter groups using simple picture prompts
- Learn to read words using Fred talk and sound blending
- Read from a range of storybooks and non-fiction books matched to their phonic knowledge
- Develop comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions

In Nursery, children begin following the Read, Write, Inc programme in the Summer term. Before this, teachers plan daily Phonics lessons which concentrate on developing children's speaking and listening skills. The emphasis is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Seven aspects are focused on:

Aspect 1 – General sound discrimination – environmental: The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested may include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.

Aspect 2 – General sound discrimination – instrumental sounds: This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

Aspect 3 – General sound discrimination – body percussion: The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

Aspect 4 – Rhythm and rhyme: This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

Aspect 5 – Alliteration: The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

Aspect 6 – Voice sounds: The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities may include Metal Mike, where children feed pictures of objects into a toy robot's mouth and the teacher sounds out the name of the object in a robot voice – /c/-/u/-/p/ cup, with the children joining in.

Aspect 7 – Oral blending and segmenting: In this aspect, the main aim is to develop oral blending and segmenting skills. To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children

can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.

Literacy lessons

The nursery and reception Literacy curriculum is based upon high quality texts which engage children and provide many opportunities for vocabulary development. Books are focused on for 2 or 3 weeks depending on the text. Our key aim is for children to enjoy reading as this means they will read more frequently and become better readers. Teachers use the following sequence (developed from EY2P consultancy) to plan and teach their Literacy lessons. The teaching sequence demonstrates how we incorporate shared reading, shared speaking and listening and shared writing into lessons. Many lessons will include all three phases but some lessons will focus more on a specific phase depending on the needs of the children.

Teaching sequence for EYFS Literacy lessons		
Phase 1 – Main focus: Shared Reading <u>Speaking and listening</u> e.g. reading text aloud, book talk, discuss characters' actions, discuss favourite characters, word/language circle games, vocabulary development. <u>Word recognition</u> e.g. concepts about print, following left to right & top to bottom, distinguishing between letters & words, phonics, phonological awareness, tricky words, grouping words in different ways. <u>Understanding text</u> e.g. predictions, spotting main characters, summarising, identifying beginning, middle & end, character profiles.	Phase 2 – Main focus: Shared speaking & listening <u>Speaking and listening</u> e.g. text retelling, using actions, imitate using actions/story map, innovate changing one of the characters, creating a story map, <u>Drama & role play</u> e.g. re-read story focusing on expression/actions, thought tapping – discuss a character's actions, hot seating, phone conversations, sound tracking.	Phase 3 – Main focus: Shared writing: Focus is on teacher modelling, scribing and supported composition e.g. forming letters correctly, breaking flow of speech into words, orally rehearsing sentences, orally segmenting and writing phonetically, sequencing sentences to tell a story, reading back writing to check it makes sense, handwriting Shared reading, speaking and listening will also be used.

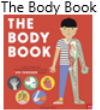
We use half-termly topics in both Reception and Nursery as a starting point to learn new things and fire children's imaginations. Reception and Nursery each have long-term plans which show the topics followed but they are flexible to ensure we also follow the children's interests, school themes or National events. Each half term the staff meet to plan the next topic and choose enhancements based on children's needs. The long-term plans also show how we teach Literacy and the other areas of learning and development. Teachers follow a Literacy medium-term plan which sets out what is taught each term. Teachers then plan in more detail on a weekly basis to plan individual lessons based on children's needs/gaps. All areas of the curriculum are also covered through continuous provision when children learn through play. **Appendix 3** sets out the reading objectives taught across Early Years as well as the Early Learning Goals which are used to assess children at the end of Reception.

Appendix 1 – Class novels & Favourite Five texts

Early Years Favourite Five books Texts for shared reading – each class rotates these texts throughout the year.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Set 1 - Five Minutes Peace - Lulu's First Day - Jill Murphy - Here We Are - Oliver Jeffers - Octopants - Suzy Senior - Can't You Sleep Little Bear - Martin Waddell	Set 2 - Puffin Peter - Petr Horáček - Each Peach Pear Plum - Allan Ahlberg and Janet Ahlberg - Aaaargghh Spider - Lydia Monks - One Year With Kipper - Mick Inkpen - Fidgety Fish - Ruth Galloway	Set 3 - Monkey and Me - Emily Gravett - Dear Zoo - Rod Campbell - Whatever Next - Jill Murphy - The Snail and the Whale - Julia Donaldson - It's mine - Rod Campbell	Set 4 - Owl Babies - Martin Waddell - Up and Down - Oliver Jeffers - The Book Without a Story - Carolina Rabei - Don't Put Your Finger in the Jelly Nelly - Nick Sherratt - Only One You - Linda Kranz	Set 5 - Tiddler - Julia Donaldson - The Day the Crayons Quit - Oliver Jeffers - Love Our Earth - Jane Cabrera - The Ghanaian Goldilocks - Tamara Pizzoli - Suddenly - Colin McNaughton	Set 6 - Skye the Puffling - Lynne Rickards - Dogger - Shirley Hughes - You Choose - Pippa Goodhart - Dinosaurs Love Underpants - Claire Freedman - Susan Laughs - Jeanne Willis
Reception	Set 1 - In every house in every street – Jess Hitchman - My Big- Ed Vere - The Tiger who came to tea – Judith Kerr - My Daddies- Gareth Peter - There's a Monster in your book- Tom Fletcher	Set 2 - Room on a Broom – Julia Donaldson - The Smeds and the Smoos – Julia Donaldson - Max the Brave- Ed Vere - Would you Rather...- John Burningham - Guess how much I love you – San Macbratney	Set 3 - The Grufflo – Julia Donaldson - Yeti and the Bird- Nadia Shireen - Astrogirl- Ken Wilson-Max - There's a Superhero in your Book- Tom Fletcher - Don't feed the Coos!- Jonathan Stutzman	Set 4 - Peace at last – Jill Murphy - The Cow who fell to Earth- Nadia Shireen - The Koala who could- Rachel Bright - We're Going on a Bear Hunt- Michael Rosen - Kitchen Disco- Clare Foges & Al Murphy	Set 5 - The Pig in the Pond- Martin Waddell - The Highway Rat - Julia Donaldson - The Very Hungry Caterpillar – Eric Carle - How to grow a dinosaur- Carly Hart & Ed Eaves - The Gingerbread Man - Traditional Tale	Set 6 - On the way home – Jill Murphy - When the Dragon came- Naomi Kefferd & Lynne Moore - The Train ride – June Grebbin - Hairy McClary – Lunley Dodd - At this very moment- Matthew Hodson

Topic overview 2026-2027

Year group: 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Fluency focus	Text for shared reading – <i>Our Favourite Five</i>. Each class rotates these texts throughout the year.	- Spinderella - Julia Donaldson - Tim, Ted and The Pirates – Ian Whybrow - Mr Wolf's Pancakes – Jan Fearnley - How to Catch a Star – Oliver Jeffers - George and the Dragon - Chris Wormell	- Paper Dolls - Julia Donaldson - The Dinosaur that Pooped the Bed – Tom Fletcher - Aliens Love Underpants – Claire Freedman - Oi Frog! - Kes Gray. All are Welcome – Alexandra Penfold	- Night Monkey Day Monkey - Julia Donaldson - Elmer – David Mckee - Little Fella Superhero – Sarah McConnell - The Last Noo-Noo – Jill Murphy Mog and the Vee Ee Tee – Judith Kerr	- My Big Fantastic Family - Adam And Charlotte Guillain Superworm - Julia Donaldson - Mrs Armitage on Wheels – Quentin Blake - Not Now, Bernard - David Mckee - Charlie Cook's Favourite Book - Julia Donaldson	Handa's Surprise – Eileen Browne - We're Going on a Bear Hunt - Michael Rosen - The Great Big Little Red Train – Benedict Blathwayt - Tiddler - Julia Donaldson - The Squirrels who Squabbled – Rachel Bright	- Kitchen Disco – Claire Foges - Jack and the Flumflum Tree - Julia Donaldson - Gilbert the Hero – Jane Clarke - The Cat in the Hat – Dr Seuss - Castles – Katie Daynes
Teaching Writing	Key texts for literacy (to teach the features or vocab for the genre) The Gingerbread Man – Miriam Latimer  The Lion Inside – Rachel Bright  The Body Book 	Space Tortoise – Ross Montgomery  Brown Bear, Brown Bear - Eris Carle  Careful Santa –Julie Sykes 	Lost and Found – Oliver Jeffers  How to wash a Woolly Mammoth – Michelle Robinson 	The Naughty Bus- Jan Oke  The Three Billy Goats Gruff-Jane Bingham  Poetry - The seaside – Jo Peters	Goldilock and just the One Bear- Leigh Hodgkinson  Bears – National Geographic Non-Fiction  Bumble Bear- Nadia Shireen 	Dunham Massey Trip Poetry - What is pink	

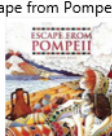
Topic overview 2024-2025

Year group: 2

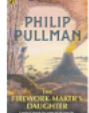
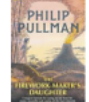
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class novel	Class Novel Must be read every day for 15 minutes Monday & Friday GR focus 	Daisy and the trouble with coconuts 	The Mooncatcher's Rescue 	Crazy Mayonnaisy Mum 	Gangsta Granny 	Einstein the Penguin 
Linked Reading Texts – Literacy shed + From Aut1 – Those off RWI From Summer 1 All Year 2	Stage 1 Animals Dinosaurs Friendship London Underwater Castles	Stage 1 Antarctica Dragons Food chains The Royal Family Transport Looking after ourselves Stage 2 - Christmas	Stage 2 Materials Transport Springtime Explorers Fairy tales – 5 Looking after ourselves	Stage 2 Oceans Recycling The Great Fire of London Australia Adventure stories Product design	Stage 2 Growing plants Activists Habitats Countries Continents	Stage 2 Shakespeare Towns and villages Coasts Fossils Traditional tales
Key texts for literacy (to teach the features or vocab for the genre)	Owls – non-chronological report The Owl and the Pussycat 	Lonely Beast – Retell  The Crayons Christmas – instructions  The Snowman – Diary 	Don't let the pigeon drive the bus  Daft Jack and the Beanstalk 	The Bakers Boy and the Great Fire of London  The Dragon Machine  AeroZone Trip	My Two Grannies – My Two Grannies  The Secret of Black Rock  Mad Meals	Twisted Traditional Tale – The True Story of the 3 Little Pigs  Plants  Katie goes to London 

Topic overview 2026-2027

Year group: 3

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fluency focus	Class Novel Must be read every day for 15 minutes Monday & Friday GR focus	BFG 	The Legend of Kevin 	Iron Man Ted Hughes the Iron man 	The Twits 	The Lion, The Witch & The Wardrobe 	Dragonracers 
	Linked Reading Texts – Literacy shed Tue, Wed, Thurs (for fluency, one text may need to be reread)	The Orchestra Stone age Rocks and Fossils Coasts Wind on the hill (p)	Adventure Stories Forces and Magnetism Predators Christmas The Jumbies (P)	Art and Artists Iron Age Robots My Shadow (P)	Healthy bodies Italy Angry Earth Plants The Eagle and The Crocodile (P)	Romans Light Climate Change Nursery Rhymes Countries From a Railway Carriage (P)	Architectural Design Women in the skies Habitats Summer holiday reading detective Old Possum's Book of Practical Cats (P)
Teaching Writing	Key texts for literacy (to teach the features or vocab for the genre)	The BFG  The Boy, the Mole, the Fox and the Horse (BBC Radio/teach) 	It's a no money day  Stone Age Boy  Christmas Pine 	Iron Man (15) Ted Hughes the Iron man  Journey (10) 	The Twits (15) 	The Mirror (10)  The Lion, The Witch & The Wardrobe (10) 	Escape from Pompeii (30)  Dragonracers 

NGPS Topic & Trips Overview – Year 4 2026-2027

		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Fluency focus	Class Novel Must be read every day for 15 minutes Monday & Friday GR focus	Loki – A God's Guide to Being Good 	A series of unfortunate events 	Firework Maker's Daughter PHILIP PULLMAN 	World Burn Down 	How To Train Your Dragon Cressida Cowell 	Charlie & The Chocolate Factory ROALD DAHL CHARLIE & THE CHOCOLATE FACTORY 
	Linked Reading Texts – Literacy shed + Tue, Wed, Thurs (for fluency, one text may need to be read a number of times)	Ancient Egypt (stg 3) A Pharaoh's big deal Modern Myths Potions The owl and the Pussy-Cat (P)	The River Nile The human body Festivals Christmas Night Mail (P)	Electricity Firework night (P) Normans (stg3) Invictus (p)	States of Matter Rainforests (stg5) Battles If (P)	Famous Authors Sound World Religions Volcanoes Anglo-Saxons The Vikings	Summer Holiday Detective Agency Fantasy playscripts British Inventions Female Scientists The listeners (p)
g writing	Key texts for literacy (to teach the features or vocab for the genre)	Egyptian Cinderella THE EGYPTIAN CINDERELLA 	A series of unfortunate events 	Firework Maker's Daughter PHILIP PULLMAN 	Deforestation focus	Beowulf 	Charlie & The Chocolate Factory ROALD DAHL CHARLIE & THE CHOCOLATE FACTORY 

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fluency focus	Class Novel Must be read every day for 15 minutes Monday & Friday GR focus	I survived a Japanese Tsunami by Lauren Tarshis Read Treason from week 3	Treason by Bertie Doherty	Macbeth- Andrew Matthews Week 1 Romeo and Juliet- Andrew Matthews- share copies across corridor Week 2 Read Holes from Week 4	Holes by Louis Sachar	The Last Bear by Hannah Gold	The Last Bear by Hannah Gold Finish Black Powder by Ally Sherrick- as a reading for pleasure when last bear finished
	Linked Reading Texts – Literacy shed + Tue, Wed, Thurs (for fluency, one text may need to be read a number of times)	Letters Living things Japan Carnival Mountains The Shang Dynasty	Ancient Egyptians Volcanos Rainforests The Tudors Frankenstein Christmas	Aztecs Materials Sci-fi William Shakespeare Natural resources Eco-Global warming	Space The Solar System Illness and medicine Down the mines Romani tales	Forces Movies Weather Migration Cornwall Animals	British mythology Titanic Suffragettes Traditional Greek Myths Magic and mystery Crime and punishment
Teaching Writing	Key stimuli for literacy (to teach the features or vocab for the genre)	I survived a Japanese Tsunami  The Flood	Remembrance Remembrance Day  Treason 	Shakespeare 	Holes 	The Last Bear 	The Last Bear 

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fluency focus	Class Novel Must be read every day for 15 minutes Monday & Friday GR focus	<u>Floodland</u> 	Street child 	Pig Heart Boy 	Windrush Child 	The Final Year 	Kensuke's Kingdom 
	Linked Reading Texts – Literacy shed + Tue, Wed, Thurs (for fluency, one text may need to be read a number of times)	Classification (5) Football History (5) Cyber Awareness (5) Journalistic writing (5) Scaly Beasts (5) Persuasive texts (5)	Victorians (5) The Stage (5) Light (5) The Tempest (5) Ice Planet (5) Christmas (3)	The Industrial Revolution (5) Evolution (5) Everybody different- everybody the same (5) Strong and powerful women (5) Chocolate (5) Famous artists (5)	Trade (5) Heart and circulation (5) History of medicines (5) Discussion (5) Myths and legends (5) Civil Rights (5)	Untold Stories (5) Fear (5) Ghosts and Ghouls (5) History of computer gaming (5) Adventure Stories (5) Electricity (5)	Pride (6) WW1 (5) WW2 (5) Mexico (5) Food of the world (5) The Summer holidays Detective agency (5)
Writing	Key stimuli for literacy (to teach the features or vocab for the genre)	<u>Floodland</u> 	Street Child  Christmas adverts	Pig Heart Boy 	Day the Crayons Quit  Journey of a Red Blood Cell	Pandora (animation) Alma / Francis (animation)	Alma / Francis (animation)

Appendix 2

Progression Points against the Core Concepts Year 1-Year 6

Core Concepts	Progression Point 1 Year 1	Progression Point 1 Year 2	Progression Point 3 LKS2	Progression Point 4 UKS2
Concepts about print, text structure, layout and organisation.	○ Turns pages appropriately with increasing speed and fluency. ○ Understands that the left page comes before the right page. ○ Navigates narration and speech bubbles top to bottom. ○ Recognises that additional information may be contained in illustrations, diagrams, tables and other text features at this level.	○ Manages a greater variety of text types and has confidence to tackle texts in unfamiliar formats. ○ Approaches different text types flexibly noting key structural features. ○ Can express additional understanding from details contained in illustrations, diagrams, tables, sub-headings and other text features at this level. ○ Responds to a wide range of text types including stories, poetry and non-fiction understanding layout and text design. ○ Navigates alphabetically ordered texts.	○ Comments on how texts are written, presented and organised. ○ Uses experience of reading a variety of material to recognise text type and predict layout and general content. ○ Makes use of blurbs, chapter headings, glossaries, indexes, and procedural texts to search for and locate information quickly and accurately. ○ Shows willingness to read extended and more challenging texts.	○ Demonstrates strong established tastes across a range of genres and reading materials. ○ Makes informed choices when selecting challenging texts from a range of forms, formats, cultures and centuries. ○ Makes comparisons across texts to identify where individual texts fit in with their extended reading knowledge. ○ Elicit reflections on the relationship between illustration and text and how structure and presentation contribute to meaning. ○ Demonstrate that texts or illustrations may be biased, inaccurate or inadequate, providing time for children to explore this idea further using a range of sources. ○ Can handle a wide range of texts, including some young adult texts. ○ Recognise that different kinds of texts require different styles of reading. ○ Can identify the effect of a text on themselves as a reader, with some explicit explanation as to how that effect has been created.

○ Becomes secure in the skills of segmenting and blending left –to-right across words. ○ Reads on-sight common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. ○ Checks and confirms application of phonic knowledge with information from language and semantics. ○ Self-monitors as they read, checking for sense and accuracy and self-correcting when reading does not make sense. ○ Re-reads and repeats words, phrases and sentences to check, confirm or modify their own reading. Makes multiple attempts if necessary. ○ Recognises common inflections and can take words apart in a variety of ways. ○ Tracks visually increased lines of print without finger pointing. ○ Reads words automatically with contractions . ○ Re-read their books to support automatic word reading of HFW, CEW and move from overt to covert sounding and blending when needed. ○ Knows that sounding and blending is a step towards automaticity.	○ Takes risks with print by making informed choices based on semantic, syntactic and grapho-phonetic information and using a number of strategies to try out hypotheses and to confirm or reject. ○ Has developed orthographic approaches to reading words with growing independence. ○ Makes word collections including personal reading and writing vocabularies. ○ Uses self-monitoring and self-help strategies when exploring the relationship between reading and writing. Understands the explicit interdependent nature of reading and writing. ○ Self-correction occurs when reading does not make sense, sound right or look right by integrating a wide range of strategies flexibly and on the run to maintain smooth reading. ○ Confidently attends to a greater range of punctuation and text layout. ○ Attempts an increasing amount of more complex words using syllabification and morpho-phonemic knowledge. ○ Reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.	○ Solves most unfamiliar words on-the-run with consistent left-to-right analysis. ○ Integrates cue sources from print, semantics and language to check and modify reading. ○ Reads silently at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences. ○ Notices taught and untaught spelling patterns, relates these patterns to known words to extend their reading and writing vocabularies. ○ Is aware of morphology and can use this to support efficient and accurate decoding and spelling. ○ Understands analytic approaches in phonics including the recognition of written language as units, including words within words, rime, syllables, common spelling patterns rather than individual graphemes and phonemes.	○ Confidently breaks up words in a variety of ways that support decoding unknown vocabulary without impeding fluency. ○ Self-corrects spontaneously. ○ Applies their extensive knowledge of root words, prefixes and suffixes (morphology and etymology), to both read aloud and to understand the meaning of new words that they encounter.
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Phrased and fluent reading	• On familiar and easy reading: ○ reads at a conversational pace, grouping words together in phrases ○ reads smoothly and fluently with intonation and expects their reading to sound good. ○ takes note of punctuation to support grammar and oral language rhythms. • On familiar and new and novel text: ○ uses phonological awareness to predict the next word or words to support fluent reading. ○ tracks visually without the need for finger pointing – can bring the finger back in at points of difficulty.	○ Uses punctuation and text layout to read with a greater range of intonation, stress, pitch and juncture with increasing control. ○ Sustains reading through longer sentence structures and paragraphs pausing not only at punctuation but at clause boundaries demarcated by conjunctions. ○ Adapts to fiction, non-fiction and poetic language with growing flexibility, adjusting reading pace to text type. ○ Draws upon background knowledge and vocabulary knowledge to increase reading stamina for sustained periods.	○ Changes voice appropriately for characters, adopting a storytelling voice. ○ Uses a wide range of cueing systems, relying less on phonics, to support phrased and fluent reading. ○ Uses their fluent reading to support comprehension monitoring, a high self-correction ratio and to read for meaning.	○ Proceeds through all text types with a rhythm that is pleasant to listen to and rarely needs to self-correct. ○ Maintains a conversational pace, adjusting where necessary according to text type. ○ Is comfortable reading silently and aloud to others. Uses silent reading to support a faster reading speed.
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Personal reading journey – fostering a literate identity.	- Engages with a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. - Links what they read or hear read to them with their prior knowledge to support listening comprehension. - Is very familiar with key literature at this level, traditional tales and selected poems, retelling in sequence. - Joins in with predictable and repetitive refrains appreciating rhythm, rhyme and poetic language. - Can recite 6 core poems by heart.	- Listens to and discusses a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently, expressing views, opinions, likes and dislikes. - Recognises recurring literary language in stories and poetry - discussing and collecting their favourite lines. - being introduced to non-fiction books that are structured in different ways - Continues to build up a repertoire of poems learnt by heart (6 more core poems at this stage) with an appreciation of the language used, wordplay, rhythm and rhyme. - Participates in text discussion by asking and answering questions, taking turns and listening to what others say. - Can explain their own reader interpretation of stories, poems and wider reading material, and begins to be challenged in their thinking.	- Has familiarity with a much wider range of story, including myths and legends, demonstrating their understanding through discussion and writing. - Continues to build a repertoire of known poems for recital and performance. - Performs play scripts out loud demonstrating understanding through drama and tone of voice. - Comments on how organisational structures and language, including figurative language supports deeper meaning. - Expresses their own views, explaining and justifying personal opinions and courteously challenging their peers whose opinions differ from their own. - Continues to discuss words and phrases that capture their interest and imagination including literacy and figurative language, simile and metaphor. - Is self-motivated, confident and widening their own reading experience at school and at home. Particular Interests are pursued. - Can tackle more demanding texts and copes well with the demands of the wider reading curriculum.	- Is developing critical awareness as a reader by analysing how language, form and structure are used by writers for meaning and effect. - Appreciates how text features and devices impact on meaning, enjoyment and emotional satisfaction. - Questions, challenges and critically reflects on a wide, rich a varied range of text type understanding that at this stage texts can be prejudiced and biased. - Extends their understanding of ambiguity, irony and writer's view and compares writers' ideas, perspectives and styles. - Recommends books to their teachers and peers, giving reasons for their recommendations including preferred themes, genres, authors and writers' conventions. - Performs a wide range of known poems by heart. Learning a wider range of poetry by heart.
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Progression Points against the Core Concepts of VIPERS

Core Concepts	Progression Point 1 Year 1	Progression Point 1 Year 2	Progression Point 3 LKS2	Progression Point 4 UKS2
Vocabulary	- Understands the meaning of tier 2 and tier 3 words in context at this level through their pupil friendly definitions. Deepens their understanding of the meaning of these words by: - generating synonyms and one or two antonyms - putting the word into a meaningful sentence - clapping syllable parts showing an ability to tune into syllabification.	- Understands the meaning of tier 2 and tier 3 words in context at this level through their pupil friendly definitions. Deepens their understanding of the meaning of these words by: - generating synonyms and one or two antonyms - put the word into a meaningful sentence - clapping syllable parts showing an ability to tune into syllabification - generate rhyming words if appropriate - Reads a greater range of words which include untaught spelling patterns and finds/asks for the meaning of these words to support reading for meaning.	- Understands the meaning of tier 2 and tier 3 words in context at this level through their pupil friendly definitions. Deepens their understanding of the meaning of these words by: - generating synonyms and one or two antonyms - putting the word into a meaningful sentence - clapping syllable parts showing an ability to tune into syllabification - list rhyming words if appropriate - draw picture words - draw picture words for homophones in context - engage in structured word inquiry including the exploration of prefixes, suffixes, root words, inflections and morphemes and etymology - Uses dictionaries and search engines to check the meaning of words that they have read but don't understand. Knows that this technique can be limiting and asks for clarification if necessary.	- Understands the meaning of tier 2 and tier 3 words in context at this level through their pupil friendly definitions. Deepens their understanding of the meaning of these words by: - generating synonyms and one or two antonyms - putting the word into a meaningful sentence - clapping syllable parts showing an ability to tune into syllabification including polysyllabic words - list rhyming words if appropriate - engage in structured word inquiry including the exploration of prefixes, suffices, root words inflections and morphemes and etymology - Uses dictionaries and search engines to check the meaning of words that they have read. Understands that this technique can be limiting so asks for clarification if necessary. - Explores a wide range of words rooted in ancient Greek and Latin to support understanding through etymology and link with spelling ability.

Inference	• Uses prior knowledge to make simple inferences. • Links what is being read to other texts, films and stories like this. • Links what is being read to their own knowledge and understanding of the world. • Responds to simple questions referring to authorial intent.	• Uses prior knowledge to make simple inferences. • Links what is being read to other texts, films and stories like this. • Links what is being read to their own knowledge and understanding of the world. • Responds to simple questions referring to authorial intent. • Locates and understands single words and phrases that the author uses to stimulate inferential thinking.	• Uses prior knowledge to make inferences from more complex and demanding texts including poetry, extracts and short stories. • Links what is being read to other texts, films and stories like this. • Links what is being read to their own knowledge and understanding of the world. • Responds to simple questions referring to authorial intent. • Locates and understands single words and phrases that the author uses to stimulate inferential thinking. • Makes explicit connections with other reading and personal experience, such as inferring characters' feelings, thoughts and motives from their actions, justifying their inferences with evidence. • In picture books uses the interplay between text and picture to deepen their own reading for meaning. • Deducts inferred meanings using evidence from the text. • Responds to inferential questions posed by the teacher and comprehension tasks drawing on authorial intent.	• Uses prior knowledge to make inferences from more demanding texts including poetry, text extracts and short stories. • Links what is being read to other texts, films and stories like this. • Links what is being read to their own knowledge and understanding of the world. • Responds to simple questions referring to authorial intent. • Locates and understands single words and phrases that the author uses to stimulate inferential thinking. • Makes explicit connections with other reading and personal experience, such as inferring characters' feelings, thoughts and motives from their actions, justifying their inferences with evidence. • In picture books uses the interplay between text and picture to deepen their own reading for meaning and can explain this to a younger audience. • Deducts inferred meanings using evidence from the text. • Responds to inferential questions posed by the teacher and comprehension tasks drawing on authorial intent.
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Prediction	• Can suggest plausible missing words during dialogic reading integrating semantic, linguistic and word knowledge. • Can suggest missing rhyming words during rhythmical text reading • At planned pause points can identify the best fit predictions and talk about why they fit using prior knowledge, literal information and inference making	• Can suggest plausible missing words during dialogic reading integrating semantic, linguistic and word knowledge. • Can suggest missing rhyming words during rhythmical text reading • At planned pause points can identify the best fit predictions and talk about why they fit using prior knowledge, literal information and inference making • Asks their own questions and looks out for answers	• At planned pause points can identify the best fit predictions and talk about why they fit using prior knowledge, literal information and inference making • Asks their own questions and looks out for answers • Comments on how organisational structures and language, including figurative language, are used to contribute to meaning and how this impacts on the reader. • Expresses views formed through both independent reading and the books that are read to them, explaining and justifying personal opinions. • Respectfully challenges those of others whose views may differ from those of their own.	• At planned pause points can identify the best fit predictions and talk about why they fit using prior knowledge, literal information and inference making • Asks their own questions and looks out for answers • Comments on how organisational structures and language, including figurative language, are used to contribute to meaning and how this impacts on the reader. • Expresses views formed through both independent reading and the books that are read to them, explaining and justifying personal opinions. • Respectfully challenges those of others whose views may differ from those of their own.
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Explaining	• Explains clearly their understanding of what is read to them. • Can reflect on their reading and respond personally to what they have read, making links to prior knowledge, significant experiences and popular culture. • Begins to evaluate the books they meet, expressing likes and dislikes with reasons for their views. • Responds to illustrations, character and narratives and begins to use character traits to explain what might be happening and why.	• Explains clearly their understanding of what is read to them. • Can reflect on their reading and respond personally to what they have read, making links to prior knowledge, significant experiences and popular culture. • Begins to evaluate the books they meet, expressing likes and dislikes with reasons for their views. • Responds to illustrations, character and narratives and begins to use character traits to explain what might be happening and why.	• Moves confidently between familiar and unfamiliar texts in their reading choices, linking new texts to others read, and to personal experiences. • Is confident to express opinions including likes, dislikes and challenges, as well as responding to the questions and listening to the views of others. • Information books and materials for straightforward reference purposes are used confidently, but sometimes needs help with unfamiliar material. • A growing understanding of poetry, stories and texts is demonstrated through explanation and discussion and writing. • Can reflect on reading and often uses reading in their own learning. • Is receptive to the views of others and engages in discussions about texts and their impact	• Has developed strong reading preferences and shows interest in new authors and genres. • Discusses and evaluates how authors use language, including figurative language, considering the impact on the reader. • Distinguish between statements of fact and opinion. • Provides reasoned justifications for their views. • Identifies how language, structure and presentation contribute to meaning. • Ask questions to enhance their understanding of the text and are able to make comparisons within and across different texts. • Are more able to appreciate nuances and subtleties in text and explain these to a wider audience.
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Retrieval	• Identify and explain key aspects of fiction and non-fiction. • Find literal (on the lines) information from text or where it is clearly evident in illustrations.	• Identify and explain key aspects of fiction and non-fiction. • Find literal (on the lines) information from text or where it is clearly evident in illustrations. • Identifies key words in questions posed by teacher or comprehension tasks to retrieve accurate information from 'the lines' without drawing upon unnecessary information.	• Can re-read the questions, selecting potential 'key words' to consider. • Explains what information is unnecessary to provide the answer. • Scan the text for key words or concepts and underlines them. • Uses sub-headings or diagrams if necessary, to find and retrieve information more quickly. • Read around the lines of text to help understand their context. • Finds the specific information needed within sections of text and highlights this to support skimming, scanning and retrieval of specific information. • Checks that the information in their answers matches what is being asked by the question	• Reads rapidly to gain a general overview of the text. • Reads rapidly to identify specific facts and key words. • Skims and scans together to quickly identify relevant information required to respond to questions posed by their teacher and comprehension tasks. • Confidently tunes into the key question words of 'Who, what, where, why, when, which, how' to find, retrieve and locate the right information in relation to these types of question. • Records and present information from non-fiction/
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Summarising and Sequencing	• Can summarise and sequence key events in order in known books. • Creates story maps with increasing detail and uses these to retell known stories • Describes and retells their own favourite stories using pictures and language patterns they have heard during shared reading, read-alouds, guided and/or independent reading	• Can summarise and sequence key events in order in known books including short novels with paragraphs. • Creates story maps with increasing detail including narration, speech bubbles, thought bubbles and inferential thinking. Uses these to retell known stories	• Can summarise and sequence key events in order in known books including short novels with paragraphs • Can summarise the main ideas drawn from more than one paragraph from a wide range of text and text types. • Creates visualisations of specific text extracts and paragraphs and uses these to describe the rich pictures of the text that they are making in their heads. • Uses drama techniques including freeze frame and role on the wall to summarise a key event and character traits.	• Can summarise the main ideas drawn from more than one paragraph from a wide range of text and text types. • Quickly gives the main ideas from a range of more challenging non-fiction including reports, newspapers and journals. • Identifies key details that support the main ideas including language for sequencing, language from the text, character, place and time • Uses drama techniques including freeze frame and role on the wall to summarise a key event and character traits that change over time.
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Appendix 3 - Early Years Reading Objectives

The following objectives linked to reading are taken from Development Matters (non-statutory guidance from DFE). Most objectives are from the Literacy area of learning but some are taken from other areas of learning. Teachers expand on these objectives in their medium term and weekly plans to meet the needs of the children in the cohort. The Early Learning Goals (ELGs) are used to assess whether children are at the expected level of development at the end of EYFS. There are two Reading ELGs (Comprehension and Word Reading) but there are other ELGs also linked to reading.

Area of learning	3 and 4-year-olds will be learning to:	Reception will be learning to:	Early Learning Goals (assessment end of Reception):
Literacy	- Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing - Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother - Engage in extended conversations about stories, learning new vocabulary.	- Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. - Read some letter groups that each represent one sound and say sounds for them (letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’) - Read a few common exception words matched to the school’s phonic programme. - Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. - Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment	<u>ELG: Comprehension</u> • 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. <u>ELG: Word Reading</u> • 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.
Communication & Language	- Enjoy listening to longer stories and can remember much of what happens. - Use a wider range of vocabulary - Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	- Engage in story times. - Listen to and talk about stories to build familiarity and understanding - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. - Listen carefully to rhymes and songs, paying attention to how they sound - Engage in non-fiction books	<u>Listening, Attention and Understanding</u> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
Expressive Arts and Design	- Take part in simple pretend play, using an object to represent something else even though they are not similar. - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.	- Develop storylines in their pretend play	<u>Being Imaginative and Expressive</u> Invent, adapt and recount narratives and stories with peers and their teacher
Understanding the World		- Compare and contrast characters from stories, including figures from the past.	<u>Past and Present ELG</u> Understand the past through settings, characters and events encountered in books read in class and storytelling;

Appendix 4 – KS2 reading book bands

Level	Colour	Approx. year group
1	Pink	Reception
2	Red	Reception
3	Yellow	Year 1
4	Blue	
5	Green	
6	Orange	
7	Turquoise	Year 2
8	Purple	
9	Gold	
10	White	Year 3
11	Lime	
12	Brown	
13	Grey	Year 4
14	Dark blue	
15	Dark red	Year 5
16	Black	

Reading Band Guidance

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Set 1 sounds	Set 1 & blend	Short Ditty	RWI Red	RWI Green & set 2	RWI Green or Purple
Yr 1 Expected	RWI Purple Some set 2	RWI Pink All Set 2	RWI Orange Some set 3	RWI Yellow	RWI Yellow All set 3	RWI Blue
Yr 2 Expected	RWI Blue	RWI Blue – fluency and comp.	RWI Grey	RWI Grey – fluency and comp.	RWI comp and spellings prog	RWI comp and spellings prog
Yr 3 Expected	Gold/White	White 3-	White	Lime 3=	Lime/Grey	Lime/Grey 3+
Yr 4 Expected	Grey	Grey 4-	Dark Blue	Dark Blue 4=	Dark Blue	Dark Blue 4+
Yr 5 Expected	Dark Blue	Dark Blue 5-	Dark Red	Dark Red 5=	Dark Red	Dark Red 5+
Yr 6 Expected	Black	Black 6-	Black			