

WESTFIELD PRIMARY

# Reading Policy

Autumn 2024

This Policy was written by Jo Phillips

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**We want all Westfield children to foster a 'Love of Learning and a Love of Life', enabling them to excel, be the best they can and achieve the necessary life skills for their future.**

Our vision for reading

*Our central mission is to support all children to become lifelong readers by empowering them to develop a love of sharing stories that grows to a lifetime enjoyment of reading.*

*We pledge to provide all children with many opportunities to listen to, and **read high quality texts**, enjoy and share books as well as being exposed to a language rich environment, which provides access to many different types of print.*

*Through the use of multiple strategies, we envision a future where all children take responsibility for their learning, to enable them to have the necessary reading skills to reach their full potential, developing into lifelong learners both academically and socially.*

## **DEVELOPING READING**

Reading is recognised as a vital skill for all children and we work hard to ensure that all children are well taught and well supported in the process of learning to read. Above all, we want children to be passionate about reading and leave Westfield Primary School with a love of books, which will sustain their independent learning into adulthood.

### **Reading in KS1**

The key reading skills of decoding and comprehension are developed separately, although we recognise that both are crucial to successful reading.

### **We teach phonics as follows across the EYFS and KS1:**

Throughout the EYFS and KS1 we follow the Read Write Inc phonics programme which delivers intensive and rapid phonics teaching and learning.

As soon as the children enter Reception, they are assessed and grouped. All children are taught a new sound daily. They learn to read these sounds, to articulate each sound correctly and the correct letter formation of each sound. In homogenous groups the children learn to blend, using the cumulative sounds they have learnt and they are taught and practise using Fred Fingers to help them spell.

All children are assessed each half term and re-grouped. They continue to work through the RWI programme with the expectation that by the end of the EYFS, all children will be able to read the Green/Purple story books within the programme independently.

As the children enter KS1 they continue to work in ability groups that are defined by half termly RWI phonics assessments. In preparation for the national phonics screening test, throughout Year 1 the children regularly practise past phonics screening tests papers as a further means of ongoing assessment. By the end of Year 1 the expectation is that all children will have progressed through to reading the Blue/Grey storybooks independently.

Once the Read Write Inc phonics programme has been completed the children move on to following the Read, Write Inc spellings programme for 30 minutes daily. This is taught to those children who pass the Year 1 phonics screening test. The remaining children receive small group RWI phonics interventions during this time to consolidate their phonics knowledge in preparation for them to re-take the phonics screening test at the end of Year 2.

Understanding is developed through class and group discussion of the books read, both in the daily story time, shared reading, Phonics lessons and in English lessons.

The sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme (Read Write Inc). These books are selected by the class teacher/ LSA based on the current sounds the children are learning.

Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home. This can be seen through regular reading with the children during guided reading and 1:1 basis. Notes are taken and stored in class reading files and in reading record books. Children are encouraged to read every evening and this is checked on a daily basis. Parents are regularly informed of how to support their children through notes in their reading record, parents evening and reading workshops.

**Teaching phonics across KS2:** Bespoke intervention groups using the Read, Write Inc programmes and Toe by Toe, are delivered daily for children who require further phonics knowledge and application to enable them to progress with reading and spelling.

## **Reading in KS2**

As the children progress we aim to build on the reading experiences already acquired. The aim is to develop independence, fluency and self-reliance. A greater variety of texts are made available to allow for more depth, choice and enjoyment.

More varied texts are available to support the widening interest shown as children progress; environmental newspapers, magazines, multicultural texts, plays, non-fiction, poetry, dictionaries, thesaurus etc.

Skills such as skimming, scanning, reference and research are taught during English lessons, through Cracking Comprehension, class reads and shared reading within KS2.

We will aim to expand the skills gained earlier in the school by keeping a teaching focus on reading, drawing attention to the structure of a variety of texts, helping pupils to adapt their style of reading aloud to suit the purpose.

As soon as children can read we aim to support them in their need to become independent, helping them to develop fluency, expressiveness and inference skills.

A range of high quality texts are used to deliver whole class reading sessions, having full texts in addition to the use of extracts. (See Appendix for texts linked to year group topics)

Daily reading homework is given throughout the school and a visual display of 'Reading around the world', enables children to be clearly monitored, supported where needed and challenged to cover as many countries as they can. In addition to this intrinsic incentive, children receive Marvellous Me badges and certificates for moving through the "book bands."

Children who are not reading regularly at home are given the opportunity to read to an adult through the course of the day. The weakest readers are targeted for daily support, while some weaker readers are targeted for "Bonus Reads" during the week. As part of guided reading, children read with an adult in school weekly.

## **Opportunities for Reading at Westfield**

At Westfield Primary School, children are given the opportunity to read a mixture of books including; fiction, non-fiction and poetry. At Westfield, the expectation is that all children in the school will read at home to an adult on a regular basis and they will record all their reading in their reading record. A child's reading development benefits greatly when they read and answer questions about their book every day, it is just as important that the children understand what they are reading, as well as being able to read the words.

## Shared Reading

The whole class shares a text, which is beyond their independent reading levels, often using an enlarged text (paper or ICT based). Shared reading provides a context for teacher modelling, teaching and applying reading skills (word, sentence and text level). This is also fed into daily English lessons where the children use the shared text to support their writing.

## Cracking Comprehension (As a precursor to Guided Reading)

Cracking comprehension sessions are held in daily (half an hour) in all classes from Y1 to Y6. This is a 9-week scheme. Children are taught the skills to infer meaning from the high-quality text they are reading, whilst being supported by their class teacher. At the end of each week they complete an independent assessment task based on the skills they have learnt. Cracking comprehension is taught either in one block across a half term (Year 1) or in between VIPERS units (Year 2-6).

## Teaching of Reading

Teaching of Reading sessions take place individually, in groups or as a whole class. EYFS and Year 1 use RWI decodable texts taught in small groups or as a whole class (through RWI phonics and whole class shared reading). From Year 2 to Year 6 reading is taught as a whole class, focusing on the skills of prediction, vocabulary, inference, explaining and summarising. This enables deeper comprehension of what has been read and we refer to these skills explicitly as VIPERS: Vocabulary, Infer, Predict, Explain, Sequence /Summarise. Lessons are discussion-based, with children also using their Reading exercise books to record written responses. Classes use a high-quality text to provide a base for their English and Reading planning, to develop pupils' vocabulary and love for reading.

## Reading linked to high quality texts

This is where the teacher uses a key text to model fluency, enjoyment and interest in a range of different styles of writing and types of text. These texts are above the level that children can read by themselves and are read approximately 3 times a week within the school day. Reading Enrichment uses high quality and challenging texts to develop vocabulary and cultural capital through the texts selected. These texts are carefully organised and selected for each year group to ensure quality, progression and range.

## Vipers (Whole class shared reading sessions)

### Key Stage 1

In Key Stage One when not reading through phonics sessions, children reading skills are taught and practised using the VIPERS during whole class reading sessions.

KS1 Content Domain Reference	VIPER
1a draw on knowledge of vocabulary to understand texts	Vocabulary
1b identify/ explain key aspects of fiction and non-fiction, such as characters, events, titles and information.	Retrieve
1c identify and explain the sequences of events in texts	Sequence
1d make inferences from the text	Infer
1e predict what might happen on the basis of what has been read so far	Predict

### Key Stage 2

In Key Stage Two, children's reading skills are taught and practised using VIPERS during whole class reading sessions.

<b>KS2 Content Domain Reference</b>	<b>VIPER</b>
2a Give/explain the meaning of words in context	Vocabulary
2b retrieve and record information/ identify key details from fiction and non-fiction	Retrieve
2c summarise main ideas from more than one paragraph	Summarise
2d 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
2f identify/explain how information/ narrative content is related and contributes to meaning as a whole	Explain
2g identify/explain how meaning is enhanced through choice of words and phrases	Explain
2h make comparisons within a text	Explain

### **VIPERS Lesson Structure**

VIPER whole class reading sessions take place 4-5 x a week for 30 minutes. These are separate to but may complement literacy sessions. Sessions may vary session to session/ class to class depending on the needs of the children.

### **Whole Class Reading Lesson Structure**

During a typical session the teacher will share what the content domain/s the children will be focusing on for that session.

Teachers carefully selects key vocabulary words they want the children to learn that week. These will be taught, over learnt and embedded throughout the rest of the week during VIPER sessions and across the wider school day to allow for children to use these words in different contexts. Where appropriate they are applied during literacy sessions as 'goldilocks words'.

Children read during these sessions in a variety of different ways. They may hear the teacher model fluent reading and then have time to reread the same extract themselves, they may read individually and feedback, work in groups, take turns in pairs or read aloud to their peers. You may see a number of these different strategies during one session.

Teachers plan key questions each session based on the content domain being focused on.

Children are encouraged to orally speak the answer before writing anything down acknowledging their first answer may not always be their best. We use a maximum of 5 question each session to ensure children have time to provide quality answers. At times children are given sentence stems and vocabulary that is expected to be used within their answer.

Children are encouraged to provide evidence for their answer based on a text extract or a picture they have seen in the book. Where appropriate children are encouraged to use evidence from a range of different places within the text.

There is a focus on fluency in Years 2 -4, and then a focus on comprehension skills in Years 5 and 6. This means that children are building the prosody and understanding of the text at all levels.

### **Recording and Assessment during VIPERS sessions**

We encourage children to orally talk through their answers and ensure it is the best they can give before writing anything down. We also acknowledge it is good for children to also be able to formally record an answer. Children can do this in a variety of different ways such as discussing the answer first with peers and/or an adult and then writing their best answer, working individually and then editing their answer

accordingly after discussion or orally discussing 1 or 2 of the questions and writing down the others working individually.

During this reading session, teachers work with a focused group each day to improve the quality of reading and comprehension ensuring that each group is given at least one teacher directed session per week. Teacher focus may mean hearing them read individually whilst others are reading independently, in pairs or groups, discussing answers with those children and working one to one or within a group with them during a session whilst the others form an answer independently. Teachers can then assess these children based on NC expectations and how they are performing relating to the specific content domain. Teachers can use conferencing as a way of giving feedback to the children.

### **Independent Reading Time**

Children read material which interests them, to assist them in fostering a genuine love of reading and to help them to appreciate its value. During this time, children will read either their school reading book, a book which they have chosen from the school library or a magazine or newspaper. The school has subscriptions to Bug Club, newspapers and magazines. (Newspapers are delivered weekly by First News and handed out to classes) for Key Stages 1 and 2.

### **Whole Class Story Time**

At Westfield, regular whole class story time takes place in Foundation Stage and, Key Stages 1 and 2. Texts appropriate to topic work or objectives covered in the English lesson are read aloud by the teacher. These sessions also allow the teacher to check a child's comprehension, by asking literal and inferential questions, which aid deeper understanding of the plot and themes of the story, also increasing their vocabulary.

### **Reading Areas in the Classroom**

Each class has a reading area established in each classroom and contains a range of reading material. This can include the following:

- ✓ non fiction books linked to the class topic
- ✓ newspapers, comics and magazines
- ✓ Books/writing produced by the children
- ✓ Big Books
- ✓ Books which link to the genre being covered in English
- ✓ Picture books
- ✓ Recommended reads - recommendations to be made by teachers, teaching assistants and pupils.

### **Let's Read**

A love of reading is supported in Year 2 by the charity "Let's Read" who target struggling readers in Year 2 and work with them weekly 1:1 throughout the year. All Year 2 children have the opportunity to choose three new books each year from the charity, which are theirs to keep and enjoy at home.

### **Book swap shed and the Curiosity Corner (School Library)**

A book swap shed has been implemented in the school playground near The Pod which encourages pupils to read for pleasure by choosing and swapping books that other children no longer read. Children can take and swap books as often as they wish. Once they have finished reading a book, they can return the book to the shed and take a new book home.

All classes have access to our well-stocked school library. Children are encouraged to choose a book to borrow and read at home. Borrowing is recorded in the class library file and the class teacher is responsible for ensuring that books are brought back and swapped at regular intervals. Children in all classes are encouraged to share their love of reading with classmates by reviewing books they have read, either orally or in written form.

## **Read Around the World**

In every classroom there is a 'Read around the world' display. This display encourages the children to read regularly at home. When they have read for **five days** they are able to move to the next country. There are eight countries in total. When a child has 'read around the world', they are given a certificate and small incentive to acknowledge their effort in reading. Each time a child 'reads around the world' they will receive a coloured dot on their name and a prize for recognition of their reading. Those children who do not read regularly at home can use their time they read with an adult in school as part of their RATW.

## **Key Reading Resources in School**

### **Decodable books**

We have a range of fully decodable books which are available to our early readers which compliment the RWI scheme. These books are carefully selected by our class teachers and LSAs based on the current sounds the children are learning in their phonics sessions. When the children become fluent readers they move on to banded books.

### **Sets of Quality Books**

We have a large selection of high-quality texts linked to units of work being covered by class teachers. Long term plans (See appendix) for English indicate in which year group the books are being used. These are used within English as well as Guided Reading lessons.

### **Book Banded Reading books**

These are located in the labelled boxes in classrooms and in Curiosity Corner (Library). The books are organised into decodable (up to and including Burgundy level) and non-decodable books. Teachers use a range of assessment information (including Bench Marking) to allocate a colour band to each child. The colours range from Lilac to Navy/ Burgundy. The colour bands are the reading bands recommended by the Institute of Education in London and are used by most commercially available reading schemes (See appendix). All children are expected to move through the book bands throughout their time at Westfield as we are looking for breadth of reading in order to foster a love of reading. RWI reading books are used in EYFS and KS1 until they are off the RWI phonics scheme. Once they are off this, they then move on to banded book bands.

### **Book Week**

Book Week is celebrated annually at Westfield Primary School with a whole school theme and children are encouraged in their love of reading by a range of exciting activities, including author visits, dress-up days, assemblies, cross-phase reading activities and a sponsored read (Readathon). The aim of Book Week is to celebrate all the different types of books and reading that we can enjoy and to inspire every child to love books too. Children also get the opportunity to guess who 'The masked reader'.

### **Reading Trophies**

These are awarded termly, by the Governors, to individuals who have for example, made good progress, shown a keen interest in reading or have developed key skills required for reading a range of texts.

### **Book vending machine**

A book vending machine is located opposite the library and contains many books for all ages. Pupils can access these books if they have shown great enthusiasm, progress and effort in Reading. Teachers are able to nominate one child a month to use a token for the vending machine and pick a book to take home.

## **ASSESSMENT**

Teacher assessments are ongoing for all elements of English, using age-related national expectations as a key tool to assess progress and attainment. However, progress and attainment in all classes is recorded formally on Scholar Pack every half term for Reading.

In reception children are assessed as part of the EYFS profile. Towards the end of Year 1 children undertake the National Phonics Screening Check. Those that do not meet the required level repeat the assessment at the end of Year 2. In Year 2 and Year 6, children's Reading is assessed as part of the National SATs tests.

The PM Benchmark Kit is used to assess and to monitor the impact of intervention programmes and to assess the reading ability of pupils. In Foundation Stage and Key Stage 1 the teacher or LSA will need to carry out a running reading record with the majority of children in the class each term. This will also apply to some children in Year 3 and year 4 who are reading below the expected national level for their year group.

NTS tests are carried out at the end of each term in each year group as part of our ongoing summative assessment.

### **Quality Assurance**

There is a weekly release time for the English Lead to carry out weekly QA.

Quality Assurance includes:

- ✓ Completion of a Reading QA (Proforma attached in appendix)
- ✓ Book looks
- ✓ Hearing children read regularly
- ✓ Planning
- ✓ Reading corners
- ✓ How often children hear children read- evidence of this
- ✓ Library usage
- ✓ Cracking comprehension and Guided Reading delivery
- ✓ Data analysis
- ✓ Interventions carried out as part of pupil progress meetings

Both English leads report to SLT and Governors.

## Appendix- Book Band Comparison Chart

Children in KS1 will access the book band books when they have finished the RWI phonics programme.

Book Band/ Colour	Words	Phonics Phase	NC level	Normal Range of Achievement during the year <i>and</i> for year group at end of year
0 Lilac	0			
1 Pink	Under 25	Phase 2	Working towards L1	F2
2 Red	25-45/ 45-80	Phase 3	Working towards L1	F2, Y1
3 Yellow	80-120	Phase 3/4	1c	F2, Y1
4 Blue	100-200	Phase 4/5	1c/1b	F2, Y1
5 Green	200-300	Phase 5	1b	Y1, Y2
6 Orange	300-450	Phase 5/6	1b/1a	Y1, Y2
7 Turquoise	450-600	Phase 5/6	1a	Y1, Y2, Y3
8 Purple	600-850	Phase 6	2c	Y2, Y3
9 Gold	850-1100	Phase 6	2b	Y2, Y3, Y4
10 White	1100-1500		2a	Y2, Y3, Y4, Y5
11 Lime	1500-2000		3c	Y2, Y3, Y4, Y5, Y6
12 Brown	Over 2000	Year 3	3b	Y3, Y4, Y5, Y6
13 Grey		Year 4	3b	Y4, Y5, Y6
14 Dark Blue		Year 5	3a	Y5, Y6
15 Dark Red		Year 6	3a	Y6
16 Black		Year 6 +	4c	Y6
			4b-5	

**EYFS/KS1 Reading Learning Walk**

Date:

Name of Teacher:

Class:

	Comment	Action
Ensure children have access to a range of inviting, appropriate high quality texts		
Ensure book area is kept tidy, is accessible and is inviting with regular opportunities to read books independently		
Every child is read with and a comment is clearly visible in the reading folder (CT/ TA read)		
Each child has an individual decodable reading book closely matched to their phonic ability		
Daily and Bonus readers are clearly identified in the reading folder		
Read a high-quality text to their class everyday		
Assess and record progress in reading using teacher judgement and tests to support future teaching focus		

**KS2 Reading Learning Walk**

**Class:** \_\_\_\_\_

**Date:** \_\_\_\_\_

	<b>Evidence</b>	<b>Action</b>
Reading areas promote a love of reading with appropriate books and levelled books labelled clearly		
Every child has an appropriate reading book matched to their reading level in their pack.		
1:1 reading is recorded on whole class or targeted reading sheets.		
Daily and Bonus readers are highlighted in the reading folder		
Reading records are checked on a Friday and stamped or signed.		
Whole class reading is taking place 4 times a week.		
Reading journals are checked weekly by the class teacher and questions are self-assessed by children daily.		
Whole class reading notebooks are on the system and are easy to follow		
A reading for pleasure book has been selected and being read in class		
Read around the world is being used and children are being moved on.		

**Discussed and signed by:** \_\_\_\_\_

**Review date:** \_\_\_\_\_

## Appendix- Reading QA for staff

Year Group	Teachers are reading regularly to children- identified by the children- modelling language and high quality texts-story time  (Teachers able to talk about their favourite books and why they enjoy reading them with / to children)	Are the book / reading corners / attractive and used?  How often do children change their reading books	How often do children change their reading books ?  How do you know as a teacher?  How do you follow up?	How do you ensure Parents are involved with reading?  Termly workshops? Targetted parental support with CSM?  Use of reading shed	How often does your class use the school library?  How often does your class use the reading shed?	How do the lowest 20% do and what support do they get?  (summary data sheet- we will look at lowest 6 children)  What scheme / intervention do you plan for them? (incl phonics schemes used and reason)	What assessments are used?	How is word of the day / week displayed and used? Can the children use the word as part of their ndaily written and verbal work?	Feedback/ Recall req'd?
Aut									
Spr									
Sum									

# Appendix- High quality texts overview

Purpose:            **Entertain**                      **Inform**                                      **Discuss**                                      **Persuade**

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Magical Marvellous Me</b>	<b>Space</b>	<b>Fairy tales</b>	<b>Farms</b>	<b>Jungles</b>	<b>Minibeasts</b>
<b>Reception</b>	How Do You Feel? (feelings) My Perfect Pet (pets) Lucky Duck (toys) ORT big book (family) The Rainbow Fish (friends) Brown Bear, Brown Bear (likes/dislikes)	Whatever Next! How to Catch a Star Aliens Love Underpants	The Little Red Hen The Gingerbread Man Goldilocks The Three Little Pigs Jack and the Beanstalk	Farmer Duck What the Ladybird Heard Pig in the Pond Non-Fiction Farm book	Handa's Surprise Elmer Monkey Puzzle Walking Through the Jungle The Lion Who Wanted to Love	The Very Hungry Caterpillar Aaaarrgghh Spider! The Snail and the Whale Mad About Minibeasts

## Key Stage 1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Once upon a time</b>		<b>Dinosaurs</b>		<b>Kings and queens</b>	
<b>Year 1</b>	The enormous turnip Little red riding Hood Jack and the beanstalk 3 billy goats gruff Goldilocks and the three bears The gingerbread man Narrative Instructions Description	Hansel and Gretel Cinderella The elves and the shoemaker The Jolly postman Narrative Letter Description	Dinosaurs love underpants The 3 little dinosaurs Goldilocks and the 3 dinosaurs Narrative Fact file Description	Harry and his bucket full of dinosaurs Dinosaurs and all that rubbish 10 little dinosaurs Narrative Poetry	The Queen's hat Don't chew the royal shoe Narrative Missing poster Recount - Windsor Castle trip	Cook and the King The King's pants Narrative Fact files

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Superheroes		All around the world		Cracking Contraptions	
Year 2	Traction Man Narrative Fact files - real-life heroes	Supertato Narrative Instructions	Meerkat Mail Letters Narrative	Giraffes can't dance Narrative Non Chronological report - continents and oceans	Cracking contraptions Character/setting descriptions Explanations SATs	Toms magnificent machine The Twits Narrative Recount - trip, Y2

### Lower Key Stage 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Egyptians		James and the Giant Peach		Tudors	
Year 3	Egyptian Cinderella Flat Stanley and the great tomb robbery Story writing Diary entry	Discover and learn Egyptians Non-chronological report Instructions	James and the Giant peach Suspense story Fact files	James and the Giant Peach Newspaper report Description	The Stowaway Narrative Non-chronological report	The Queens token Narrative Description Letter writing

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Stone Age		What a wonderful world		Rotten Romans	
Year 4	Stone Age boy/UG Instructions Narrative	Stig of the dump Setting/Character description Non-chronological report	Kensuke's Kingdom Diary Entry Narrative-Settings	The firework makers daughter Instructions Story/ character description	Escape from Pompeii Myths and legends newspaper	Diary of a slave Biography Poetry Persuasive writing

## Upper Key Stage 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Victorians		Destination outer space		Island Invasion	
Year 5	Street Child Fact files Letters	A Christmas Carol Setting description Narrative	Harriet Versus the Galaxy Fact files Narrative	Holes Speech Description	Arthur and the Golden Rope Diary Persuasive letters	Treasure Island Myths and legends writing News report

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	World At War		Greeks		Top of the world	
Year 6	The Boy In The Striped Pyjamas Narrative - flashbacks	The Boy in The Striped Pyjamas Letters Non-chronological report	Who Let the Gods Out? Non-Chronological report Myths	Who Let the Gods Out? Narrative Biography	Darwin's Dragons Explanation Balanced arguments	Darwin's Dragons Poetry Narrative

# Reading long term plan

Fiction

Non-fiction

Poetry

Play

Film

	Autumn term		Spring term		Summer term	
	Cracking comprehension	VIPERS	Cracking comprehension	VIPERS	Cracking comprehension	VIPERS
<p>Year 1</p> <p>Reading is taught daily as part of RWI phonics throughout year 1.</p>			<p>The gingerbread man</p> <p>Sam and Misty</p> <p>Zack's moon</p> <p>The farmyard</p> <p>The Sick Dragon</p> <p>The sun and the stars</p> <p>Minibeasts in the garden or park</p> <p>Lions lunch</p> <p>New clothes for Alex</p>			<p>Beegu</p> <p>Avocado baby</p> <p>Lost and found</p>
<p>Year 2</p> <p>Reading is taught daily as part of RWI phonics throughout year 2 until children are off of the program.</p>	<p>The Cuggy Thief</p> <p>Making bread</p> <p>Something else</p>	<p>Traction man</p> <p>Flat Stanley</p>	<p>George and the Dragon</p> <p>What was London like before the great fire?</p> <p>What the ladybird heard</p>	<p>The Twits</p> <p>A cloudy lesson</p>	<p>Sophie's snail</p> <p>Big Cat Little Cat</p> <p>Little Miss Muffet</p>	<p>Fantastic Mr Fox</p> <p>Meerkat mail</p> <p>Tuesday</p> <p>Soar</p>
<p>Year 3</p>	<p>Fantastic Mr Fox</p> <p>Mountains</p> <p>Walking with my iguana</p>	<p>Discover and learn Egyptians</p> <p>Flat Stanley and the tomb robbery</p> <p>The boy who learned to fly</p>	<p>Mr Majeika</p> <p>From spawn to frog</p> <p>Scissors</p>	<p>James and the Giant Peach</p> <p>Home Sweet home</p>	<p>The lost happy endings</p> <p>The world</p> <p>Grandpa's Indian summer</p>	<p>The Queen's token</p> <p>The stowaway</p> <p>My Shadow</p>

Note: Micro VIPERS are taught linked to year group topics throughout the year.

	Autumn term		Spring term		Summer term	
	Cracking comprehension	VIPERS	Cracking comprehension	VIPERS	Cracking comprehension	VIPERS
Year 4	The children of Green Knowe Knight survival Childhood tracks	Stone age boy Ug Once in a lifetime	The diary of a killer cat Are you wasting good food? A small dragon	Kensuke's Kingdom Firework makers daughter	Gangsta Granny Mackerel and chips What is a robot?	Escape from Pompeii The tempest The Tyger
Year 5	Stig of the dump Jacky Daydream You can't be that	Street Child A Christmas Carol The Alchemists letter	The cat who walked by himself Just helping my family Tell me	Harriet Vs the Galaxy Holes	Skellig Robert the Bruce and the spider The pebble in my pocket	Viking boy Contre Temps The charge of the light brigade
Year 6	The railway children Castle diary Dream team	The boy in the Striped Pyjamas Roads end	Shine Magnetic compass We're going to see the rabbit	Who let the Gods out? I wandered lonely as a cloud	The tempest The right not to work Just William	Darwin's Dragons The lighthouse

# Appendix- RWI Phonics assessment

## Assessment 1

To assess children using Assessment 1, follow the guidance on pp.68-69 of the Reading Leader Handbook.

### Set 1 Sounds Groups A or B

i n c k u b f p  
g o e l h r j v  
y w z m a s  
d t x

### Set 1 Sounds Group C

Oral blending: d-u-g ch-d-t t-e-n p-o-t t-i-n

### Ditty Group (Photocopy Masters 1-10)

 in am red bin yes

### Red Group

ch ng nk qu sh th

 chip shop jump that

 fas gip guk rab

### Green Group

 flat pink help thick

 plut dimp criff slom

### Purple Group

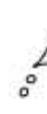
 with off thin will his  
them that have

### Pink Group

ay ee igh ow oo oo

 tray creep sight blow

 skay spoom smoll fleep

 lots black long this  
them went that stop

## Appendix- VIPERS questions

	<b>EYFS - Y2</b>	<b>Y3 - Y6</b>
<b>Vocabulary</b>	<p>What does the word ..... mean in this sentence?</p> <p>What does this word or phrase tell you about .....?</p>	<p>What do the words ..... and ..... suggest about the character, setting and mood?</p> <p>Find one word in the text which means .....</p> <p>Which word tells you that .....?</p>
<b>Infer</b>	<p>Why was .....? feeling .....?</p> <p>What do you think the author intended when they said .....?</p>	<p>How can you tell that .....?</p> <p>What impression of .....? do you get from these paragraphs?</p>
<b>Predict</b>	<p>What do you think will happen next?</p> <p>What makes you think this?</p> <p>What is happening? What do you think happened before?</p>	<p>Do you think ..... will happen? Yes, no or maybe?</p> <p>Explain your answer using evidence from the text.</p> <p>What does this paragraph suggest will happen next? What makes you think this?</p>
<b>Explain</b>	<p>Who is your favourite character?</p> <p>Why?</p> <p>Is there anything you would change about this story?</p> <p>Do you like this text? What do you like about it?</p>	<p>The mood of the character changes throughout the text.</p> <p>Find and copy the phrases which show this.</p> <p>How does the author engage the reader here?</p> <p>Why is the text arranged in this way?</p>
<b>Retrieve</b>	<p>How many .....?</p> <p>What happened to .....?</p>	<p>How would you describe this story/text?</p> <p>What genre is it? How do you know?</p>
<b>Sequence Summarise</b>	<p>What happened after .....?</p> <p>What was the first thing that happened in the story?</p>	<p>Can you summarise in a sentence the opening/middle/end of the story?</p> <p>In what order do these chapter headings come in the story?</p>