

OUR INTENT, VISION AND ETHOS

At the heart of our learning at Ordsall Primary School is the ancient proverb I **hear** things, and I **forget** them. I **see** things, and I **remember** them. I **do** things, and I **understand** them.

This ancient proverb is demonstrated no more clearly than in the words that define our school - **Play, Learn and Grow Together**. It is our aim that, by focussing on each key part, **all** learners at Ordsall Primary will achieve their full potential and many will achieve beyond what is expected through:

By Playing Together they will....

Develop curiosity of mind and spirit

Create, explore and discover

Adapt and cooperate

Learn, practice and master skills AND

Achieve and Aspire to be the "best that they can be"

By Learning Together they will.....

Experience wider opportunities beyond the school

Develop essential skills, knowledge and understanding

Build character, resilience, confidence and independence

Communicate and collaborate as part of a team

Apply learning across a broad, balanced, rich and exciting curriculum AND

Achieve and Aspire to be the "best that they can be"

By Growing Together they will.....

Know that we all have the same rights and needs

Develop integrity and an understanding of what is right and wrong

Develop tolerance and acceptance of **people's individual characteristics**

Inspire others and celebrate every achievement

Work together, in partnership, as a wider community of learners AND

Achieve and Aspire to be the "best that they can be"

In addition we strive to develop and uphold the Fundamental British Values of:

- Democracy
- Rule of Law
- Individual Liberty and tolerance of those of different faiths
- Developing personal and social responsibility
- Respect for British Institutions

Safeguarding Statement

At Ordsall Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Ordsall Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Reading Intent

At Ordsall Primary School we strongly believe reading is one of the most important skills we teach our children. We want children to love reading and we recognise the wide ranging neurological, educational, psychological, social and linguistic benefits that a firm foundation in reading rooted in a phonics approach provides. We want them to learn to read quickly and effectively so that they can access learning in all areas of the curriculum. We place an emphasis on early reading and phonics from Nursery in to Key Stage 1, this includes developing a secure knowledge of phonics providing the foundations needed for children of all abilities in our school to become confident and fluent readers. Phonics is our primary strategy to teaching reading and spelling which enables a child to identify, blend and segment the individual phonemes or sounds that combine to form words. We use a synthetic phonics programme called Read, Write Inc. The use of this specific scheme ensures that the teaching of reading across our school is consistent and effective. We believe reading opens up a new world for children and gives them the opportunity to explore new ideas, visit new places, meet new characters and develop a better understanding of other cultures. Reading and quality literature is interwoven in to our curriculum through the use of key texts to expose our children to a variety of genres and authors and to enhance our contextualised curriculum.

Aims

- For every child to develop a lifelong love of reading.
- For children to be enthusiastic, independent and reflective readers.
- For every child to have strong word recognition skills and strong language comprehension skills.
- For the majority of children to be fluent readers by the end of Key Stage 1.
- For the children to build up vocabulary to give them the word power they need to become successful speakers and writers as well as confident readers.
- For children to have the opportunity to read across all areas of the curriculum, making learning more meaningful and relevant.

Objectives

- To provide a language rich environment which promotes a culture of reading and writing
- To develop in children a love of books and reading by exposing them to a wide variety of quality texts
- To foster in children the confidence, desire and ability to apply their skills to decode texts effortlessly to comprehend what they read.
- To provide opportunities for ALL children to reach their full potential in Phonics using pre-teach, triage and appropriate interventions and groupings
- To enable children to read texts and words that are within their phonic capabilities as early as possible.

Early Reading

Children begin their reading journey in Nursery with a focus on Phase 1 phonics. This concentrates on developing speaking and listening skills and has an emphasis on enabling children to become attuned to the sounds around them whilst developing the skills of oral blending and segmenting. In Nursery, pupils are given opportunities to familiarise themselves with books. Pupils learn how to hold a book the right way, how to turn pages, how to explore pictures, and are exposed to hearing stories and nursery rhymes- all vitally important skills to begin their reading journey. Once these skills are embedded and secure, children are introduced to the **Read Write Inc Nursery Programme** and the picture frieze is used to teach the picture representation for each letter of the alphabet. By the Summer term, daily sessions introduce sounds for the letters of the alphabet in RWI set 1.

When children move into Reception, they continue to develop and embed their knowledge of Set 1 sounds from the Read, Write Inc phonics programme. They learn to say the sounds; recognise the corresponding grapheme, write these and begin to blend these sounds to read words. Each sound within **Read Write Inc** is given a rhyme to help the children remember the sound that it makes and what it looks like.

Once children are secure with the sounds taught, children are taught to blend these sounds to read words through word time sessions.

Overview of first half term (Reception Autumn 1)

Teach reading: **m, a, s, d, t**; Teach reading: **i, n, p, g, o** (**Learning to blend word time 1**)

Teach reading: **c, k, u, b** (**learning to blend word time 2**)

Teach reading: **f, e, l, h, sh** (**learning to blend word time 3**)

Teach reading: **ck, r, j, v, y, w** (Learning to blend/blending independently **Word Time 4**)

Teach reading: **th, z, ch, qu, x, ng/nk, ck** (Learning to blend/blending independently **Word Time 5**)

In Autumn 2, the children in Reception continue to develop their blending and segmenting skills (**Word Time 6 and 7**) embedding the Set1 sounds they have been taught.

Once children can read the single-letter Set 1 Sounds and are able to orally blend and segment, they begin reading RWI Sound Blending Books. These books develop children's confidence in blending in order to read Consonant-Vowel-Consonant (CVC) words. Guided sessions establish reading routines and provide quick positive reinforcement as children begin to read. When children can confidently blend to read CVC words, they progress to reading the RWI Photocopy Ditties. As they become more confident in blending independently, children then progress on to reading the Read, Write Inc Red Ditty guided reading books followed by Green Storybooks. By the end of Reception, most children will read words and simple sentences accurately.

Reading books which are consistent with each child's developing phonic knowledge are taken home daily when they are deemed ready. All small group guided reading books, from Sound blending books to Green Storybooks are complemented by corresponding Book bag books which the children take home. Children reading RWI Photocopy Ditties also take them home.

Guided Reading

As part of the **Read Write Inc** phonics program links are made to both guided reading and individual reading in order for children to apply their learning and phonics skills. Books are closely matched to the phonics stage that the children are working at and regular guided reading and individual reading opportunities are timetabled. Continuous assessments of the children's developing phonic knowledge and reading skills are made which inform groupings, with children placed in small groups according to ability. These are fluid groups which change accordingly to match children's progress and developing reading ability.

Red Words

Alongside our phonic approach, the children are also taught 'Red words' as part of our early reading offer. Red words are words we need to know on sight / learn by heart.

KS1

In KS1 the children continue to follow the **Read Write Inc** phonics program and use the **Read Write Inc** guided reading books to ensure continuity of their previous success. The children are grouped across the cohort according to ability and taught at their level. As in Reception, continuous assessments of the children's developing phonic knowledge and reading skills are made which inform groupings, with children placed in groups according to ability. These are fluid groups which change accordingly to match children's progress and developing reading ability. In Year 2, once the children have completed the Grey strand of the RWI guided reading program, the children will continue to develop their comprehension skills through more challenging texts covering a range of genres.

Assessment in Reception/KS1

In EYFS and KS1 children's reading is assessed through continuous assessment using the grids outlined in Appendix – Assessment. Children's developing phonic knowledge is assessed at the end of each half term and used to update reading assessment grids to ensure that children's phonic knowledge and their knowledge of 'Red' words match their reading ability. Book banded (colour banded) reading books for the children to take home have been sorted to correspond with the children's phonic knowledge and developing knowledge of 'Red' words and match the descriptors detailed at the bottom of each assessment grid. Once the children can confidently and fluently read a particular book colour they are then assessed against the statements for the following book colour which also informs the teacher of skills to be taught. **From Orange assessment grids onwards;** once the children have achieved most of the statements they will be benchmarked on the corresponding book colour to provide an additional piece of evidence to support the teacher's judgement that the child is reading at the correct level.

When assessing children working towards reading checklists (Pink to Green); teachers should adopt a best fit approach when deeming if a child is secure in that book colour.

Additional provision is identified and targeted interventions put in place for children who are not making expected levels of progress in reading.

KS2

In KS2 the children take a reciprocal approach to their reading. This involves developing the reading skills they have already acquired by clarifying, questioning, predicting and summarising a text. This allows the children to deepen their understanding of a piece of text, making it more meaningful. The teacher uses a balance of explanation, instruction, modelling and guided practice to develop an understanding of these key reading skills.

Each year group has a list of key texts linked to their contextualised curriculum. This ensures that all children are exposed to quality texts and vocabulary above their own reading abilities. There are timetabled opportunities for reading for pleasure and independent reading. The contextualised curriculum allows children the opportunity to read for a variety of purposes and to help support them with their understanding and work in other subject areas.

Assessment in KS2

Teacher assessment around application of phonic knowledge, reading for pleasure and comprehension skills is continuous and based upon the Focus assessment criteria milestones. This information, plus that gained from PM Benchmarking allows staff to update pink reading folders with formative assessment and relevant details about each child as a reader. Children who are reading orange books and beyond are assessed using PM Benchmarking in order to ensure children are taking the correct colour book home for their ability. Objectives are placed in planners so that parents and carers know what skills the children are working on. Ongoing assessments are carried out to support staff with making informed judgements on interventions, pupil progress and daily planning, this includes where children are not making the expected amount of progress.

Children who are working significantly below the expected level in reading/phonics continue to develop their phonic knowledge and reading skills using the KS1 assessment grids linked to the colour banded books. The children continue to access books at their level matched to their developing phonic knowledge and are taught in smaller groups. A different approach to the teaching of phonics has also been adopted to take account of children's different learning styles.

Comprehension

At Ordsall Primary School we aim for children to be able to develop and broaden their understanding of texts and apply their comprehension skills over a range of genres. Book colours have been matched to reflect both the word reading skills and comprehension skills required to access these texts with a focus on embedding, deepening and securing children's comprehension abilities before they progress to the next book colour. As children's word reading becomes more fluent, teaching becomes directed more towards developing children's vocabulary and the breadth and depth of their reading using books beyond the children's reading colour. In this way, they also meet books and authors that they might not choose themselves.

Story Time

The most important starting point is to read to children. Reading to children is the best way of encouraging them to love books and reading. We believe that giving children the opportunity to hear an adult/teacher read to them, develops a child's ability to comment on and respond to events and experiences within a text and also hear what good reading sounds like. 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. It also provides an essential opportunity for children to listen to an adult role model who has developed skills in expression, phrasing, intonation and reading for effect.

Promoting and teaching British Values

Within English, British values are promoted and explored in a variety of ways. Our contextualised approach to learning and our study of both fiction and non-fiction texts provides pupils and staff with the opportunity to address topical issues and consider different social, political, religious and cultural attitudes and contexts. As a school we encourage pupils to respect the views of individuals and provide a learning environment in which students feel able to express themselves freely yet respectfully. The study of all aspects of English goes hand-in-hand with exploration of different people, places and social groups and as such promotes understanding and tolerance. Being able to empathise with others and examine situations and settings outside of our individual experience is an explicitly taught skill. In addition to curriculum content, the methods employed in English, reading and Phonics lessons encourage tolerance and respect. Pupils are expected to listen to and respect each other during group discussions and debate, and to work co-operatively in pursuit of common goals.

We look to teach our British Values throughout our English curriculum, which includes reading, writing, spelling and phonics, and make links wherever possible.

British Value	How is it taught?
Democracy	Pupils are always listened to carefully by the adults in school and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of their own learning and progress through targets. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils. E.g. in FS and KS1 children are taught how democracy works by voting for their end of the day story.
Rule of Law	As in all aspects of our contextualised learning, the children are taught that English involves rules. The children are taught conventions of reading, writing, spelling and grammar. Alongside this children will develop an understanding of the success criteria needed to write a good piece of writing.

Tolerance of Religions and Beliefs	Pupils are taught to be tolerant of religions and beliefs through our contextualised curriculum as we continue to look at a variety of different texts and topics. The children begin to understand why it is important to show tolerance of others and the effect a lack of tolerance can have. E.g. text choices such as Boy in the Striped Pyjamas (Y6), Indian in the Cupboard (Y3) and The Explorer (Y5) give children the opportunity to explore tolerance.
Mutual Respect	Our pupils know and understand that it is expected that respect is shown to everyone and to everything, whatever differences we may have. Children learn that their behaviour choices have an effect on their own rights and those of others. All pupils are encouraged to treat each other with respect. E.g. in Y4 children explore this theme during their work on Charlotte's Web.
Individual Liberty	Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment, we provide boundaries for our pupils to make choices safely.

Developing and teaching Cultural Capital

At Ordsall Primary School we recognise that for pupils to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital. In all aspects of English, we seek to develop their Cultural Capital through:

Area	Example
Personal Capital	Opportunities to develop confidence and self-esteem; when speaking in front of both small and larger audiences, taking part in role play, presenting work and achieving personal targets.
Social Capital	Pupil voice and collaboration in learning through the use of talk partners or small group work. Discussions and debates around social issues such as Picture News.
Physical Capital	Speaking and listening activities around healthy eating and keeping healthy. Drama activities around stories.
Spiritual Capital	Contextualised work around the RE curriculum involving reading, writing, speaking and listening. Self and peer assessment of learning.
Moral Capital	Approached through the delivery of traditional stories, fables, myths and legends- links made to rules and school's code of conduct, discussions about rights and wrongs.
Cultural Capital	Watch or take part in a performance, take part in World Book Day. Visit the local library.

	Reading stories from other cultures and religions. Taking part in experience days. E.g. Partake theatre company, listening and speaking to visitors talk about different religions.
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Inspire Education library service

We subscribe to the Inspire Education Library Service who provide a range of fiction and non-fiction quality texts linked to our contextualised curriculum each half term. These books are an effective way of supporting the curriculum and promoting reading for pleasure.

Appendix – Reception Wordtime

Read Write Inc. Green Words, Set 1

Word Time 1	Read	Spell	Word Time 2	Read	Spell	Word Time 3	Read	Spell	Word Time 4	Read	Spell	Word Time 5	Read	Spell	Word Time 6	Read	Spell	Word Time 7	Read	Spell
at			an			bad			fan			jam			bang			bell		
dad			and			bin			fat			jet			box			best		
mad			dog			can			fish			jog			chat			blob		
mat			dig			cat			fun			rat			chin			blip		
sad			gap			cot			had			red			chop			brat		
sat			got			cup			hen			run			fox			clip		
			in			kit			hit			sock			fix			dress		
			it			mud			let			vet			quit			drip		
			on			up			lip			web			quiz			drop		
			pan			back			log			wet			sing			flag		
			pin			kick			met			win			six			flop		
			sit			lock			sack			wish			thick			frog		
			tip						set			yap			thin			from		
			top						ship			yes			thing			gran		
									shop			yum			this			grin		
															wing			mess		
															zap			pram		
															zip			prop		
																		skip		
																		slid		
																		slip		
																		test		
																		thing		
																		think		
																		trip		
																		well		
																		wink		

Words not in bold are on sound card only; there is no green word card.

Name _____

Pre-RWI / RWI Set 1 (Phase 1 & 2 L&S)/**Pink Level**

Reading Checklist

To ensure pupils are on the correct book level, use this checklist to note the knowledge, skills and strategies they are using independently when reading.

	Reading skills and strategies	Date Observed				
1	Looks at books independently					
2	Turns the pages one at a time					
3	Knows information can be relayed in print					
4	Locates the title					
5	Follows print top to bottom and left to right					
6	Joins in with repeated refrains					
7	Describes main events, characters and setting in a story					
8	Matches some letters to sounds					
9	Reads (words, sentences, pages) in the correct direction					
10	Points and looks carefully at each word as they read					
11	Blends to read VC words that contain RWI Set 1 letters*					
12	Blends to read CVC words that contain RWI Set 1 letters*					
13	Reads some words without overt sounding and blending after a few encounters in the text					
14	Recognises and reads Letters and Sounds Phase 2** red words: the, to, I, no, go (common exception words)					
15	Notices some errors in their reading					
16	Demonstrates understanding of what they have read					

*RWI Set 1 letters – m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h

**Letters and Sounds Phase 2 Red words – the, to, I, no, go

To be considered secure at this level the children will know at least 15/18 of the Set 1 single sounds taught along with the majority of the red words

Name _____

RWI Set 1/2 (Phase 3 L&S)/Red Level

Reading Checklist

To ensure pupils are on the correct book level, use this checklist to note the knowledge, skills and strategies they are using independently when reading.

	Reading skills and strategies	Date Observed				
1	Blends to read CVC words that contain Set 1*/Set 2* graphemes					
2	Reads common exception words including Phase 3 red words ***					
3	Reads some words without overt sounding and blending after a few encounters in the text					
4	Notices errors when reading and sometimes self corrects					
5	Sometimes re-reads words, phrases or sentences to support their understanding					
6	Reads some words together in phrases					
7	Demonstrates understanding of what they have read					

*RWI Set 1 letters – sh, r, j, v, y, w, th, z, ch, gu, x, ng, nk, ck

** RWI Set 2 letters - ay, ee, igh, ow, oo, oo(u)

***Letters and Sounds Phase 3 red words – he, she, we, me, be, was, they, my, you, her, all, are

To be considered secure at this level the children will know all of the Set 1 single sounds and at least 10/13 digraphs along with the majority of the red words (at least 9/12).

Name _____

(Phase 4 L&S)/Yellow Level

Reading Checklist

To ensure pupils are on the correct book level, use this checklist to note the knowledge, skills and strategies they are using independently when reading.

	Reading skills and strategies	Date Observed				
1	Reads words that contain RWI Set 1*/Set 2* graphemes					
2	Reads words containing adjacent consonants					
3	Recognises and reads automatically Phase 4* red words (common exception words)					
4	Reads words without overt sounding and blending after a few encounters in the text					
5	Notices and self <u>corrects</u> errors when reading					
6	Re-reads words, phrases or sentences to support their understanding					
7	Reads words together in phrases e.g. <u>the man</u> , <u>"Look"</u> said Mum					
8	Demonstrates understanding of what they have read					

** RWI Set 2 letters – ar, or, air, ir, ou, oy

*Letters and Sounds Phase 4 red words – **some, one, said, come, do, so, when, have, like, little, what**

To be considered secure at this level the children will be secure in Set 1 and Set 2 sounds and most of the red words.

Name _____

RWI Set 3 (Phase 5 L&S)/Blue Level

Reading Checklist

To ensure pupils are on the correct book level, use this checklist to note the knowledge, skills and strategies they are using independently when reading.

	Reading skills and strategies	Date Observed				
1	Reads words that contain RWI Set 3* graphemes					
2	Reads words containing adjacent consonants					
3	Reads common exception words including Phase 5 red words**					
4	Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught					
5	Reads words with more than one syllable that contain taught GPCs e.g. en/joy, van/ish					
6	Reads words containing taught GPCs and –s, -ing, -ed, and –er endings					
7	Use punctuation to support their understanding					
8	Checks that they understand what they are reading					
9	Reads with more fluency (pace, phrasing, intonation) when re-reading a text					
10	Uses background knowledge and vocabulary provided by the teacher to support their understanding					

* RWI Set 3 letters - a-e, ea, i-e, o-e, u-e, aw, ur, er, ow, oi, ai, oa

**Letters and Sounds Phase 5 red words – were, there, here, oh, their, people, Mr, Mrs, looked, called, asked

To be considered secure at this level the children will be secure in Set 1 & Set 2 sounds; at least 83% (10/12) of Set 3 sounds taught and most of the red words.

Name _____

(Phase 5 L&S)/Green Level

Reading Checklist

To ensure pupils are on the correct book level, use this checklist to note the knowledge, skills and strategies they are using independently when reading.

	Reading skills and strategies	Date Observed				
1	Reads words with more than one syllable that contain taught GPCs e.g. <u>en/joy</u> , <u>van/ish</u>					
2	Attempts more than one pronunciation according to the context					
3	Reads with more fluency (pace, phrasing, intonation) when re-reading a text					
4	Reads accurately by quickly blending sounds in unfamiliar words containing GPCs that have been taught					
5	Uses phonic knowledge and understanding of the text to try alternate pronunciations to read unfamiliar words					
6	Discusses the meaning of words accurately decoded but not initially understood					
7	Reads common exception words including Phase 5 red words*					
8	Reads words containing taught GPCs and – es, and – <u>est</u> endings					
9	Links what they have read to their own experiences					
10	Checks that they understand what they are reading					
11	Predicts what might happen on the basis of what has been read so far					

Additional Set 3 sounds – ew, ear, ure, ue, ie, oe, wh, ph, au, e-e, are, ire, kn

*Letters and Sounds Phase 5 red words – **water, where, who, again, thought, through, work, many, laughed, because, any, friends, once, please**

To be considered secure at this level the children will be secure in Set 1, Set 2 and the majority of Set 3 sounds and many of the red words.

Name _____

Orange Level

Reading Checklist

To ensure pupils are on the correct book level, use this checklist to note the knowledge, skills and strategies they are using independently when reading.

	Reading skills and strategies	Date Observed				
1	Reads most words accurately without overt sounding and blending					
2	Uses the contents page to choose what they want to read in a non-fiction book					
3	Reads longer phrases and more complex sentences with fluency					
4	Reads words with contractions e.g. let's, I'll and understands that the apostrophe represents the omitted letter(s)					
5	Reads a growing number of common exception words automatically					
6	Reads each syllable of an unknown multisyllabic word separately and combines to read the word e.g. 'tour/ na /ment – tournament'					
7	Makes inferences based on what is being said and done in the text					
8	Discusses the sequence of events in the text					
9	Asks questions about the text to support their understanding					
10	Draws independently on what they already know to support their understanding					

Name _____

Turquoise Level

Reading Checklist

To ensure pupils are on the correct book level, use this checklist to note the knowledge, skills and strategies they are using independently when reading.

	Reading skills and strategies	Date Observed				
1	Asks questions about the text					
2	Answers questions about the text					
3	Reads most words accurately without overt sounding and blending					
4	Reads words containing common suffixes					
5	Uses a wider range of punctuation and text layout to read with appropriate expression					
6	Reads with more fluency on the first read					
7	Uses the context of the story to understand unfamiliar words					
8	Checks that they understand what they are reading and corrects inaccurate reading					

Name _____

Purple Level

Reading Checklist

To ensure pupils are on the correct book level, use this checklist to note the knowledge, skills and strategies they are using independently when reading.

	Reading skills and strategies	Date Observed				
1	Reads with fluency on the first read					
2	Discusses cause and effect in stories and non-fiction e.g. why a character behaves a certain way					
3	Talks about why they chose the book					
4	Explains what has happened so far in the text					
5	Asks questions about the text then reads on to find out the answers					
6	Reads most words accurately without overt sounding and blending					

Name _____

Gold Level

Reading Checklist

To ensure pupils are on the correct book level, use this checklist to note the knowledge, skills and strategies they are using independently when reading.

	Reading skills and strategies	Date Observed				
1	Reads most words accurately without overt sounding and blending					
2	Reads with pace and expression consistently					
3	Uses morphology to understand unknown words i.e. unlock – un- meaning 'not'					
4	Talks about the meaning of more complex vocabulary and its impact on the reader, when asked by an adult					
5	Talks about why they would or wouldn't recommend this book to others					
6	Gives the key points to summarise a text					

Name _____

White Level

Reading Checklist

To ensure pupils are on the correct book level, use this checklist to note the knowledge, skills and strategies they are using independently when reading.

	Reading skills and strategies	<u>Date Observed</u>				
1	Read silently most of the time					
2	Sustain interest in longer text, returning to it easily after a break					
3	Use text more fully as a reference and as a model					
4	Search for and find information in texts more flexibly					
5	Express reasoned opinions about what is read and compare texts					
6	Offer and discuss interpretations of text					
7	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference or text books					
8	Be familiar with a wide range of books, including fairy stories, myths and legends and retell some of these orally					
9	Ask questions to improve understanding of a text					
10	Talk with others about what has been read or heard, taking turns and listening to what others say					
11	Notice the spelling of unfamiliar words and relate to known words					
12	Show increased awareness of vocabulary and precise meaning					
13	Discuss words that capture interest and imagination					
14	Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet					
15	Read further exception words, noting the unusual correspondences between spelling and sound and where they occur in the word					

KS2 Reading Progression

Book Band Colour	Year Group	Word Reading	Comprehension
Lime	Y3	<p>I know that phonics is one strategy to help me read unfamiliar words.</p> <p>I know when phonic strategies will help me to read a word and when they will not.</p> <p>I use root words to help me read and understand the meaning of unfamiliar words.</p> <p>I know what prefixes and suffixes are and I understand how they can change the meaning of a word.</p> <p>I use prefixes and suffixes to read and understand the meaning of unfamiliar words.</p> <p>I know that some words may have a similar pronunciation but may be written differently.</p> <p>I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words.</p>	<p>I understand that a sequence of events in a narrative is called a plot.</p> <p>I use a dictionary to check or find the meaning of new words.</p> <p>I know how to use a non-fiction book to find identified information.</p> <p>I know that writers choose words and language to create an effect on the reader.</p> <p>I find and discuss effective words and language in reading that writers have used to create effects.</p> <p>I discuss a range of narrative stories and their similarities and differences.</p> <p>I recognise the literary language typical of narrative genres read.</p> <p>I recognise words and language that show the setting of a book – historical, cultural or social.</p> <p>I explain why a writer has chosen specific words and language.</p> <p>I record words and language from reading to use in my own writing.</p> <p>I make connections between books written by the same author.</p> <p>I know that there are different forms of poetry and name different types of poems which have been introduced.</p> <p>I can discuss the meaning and effects of words and language in poems.</p> <p>I understand that there can be more than one interpretation of a poem.</p> <p>I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>I ask questions to deepen understanding of a text.</p> <p>I use the context of unfamiliar words to explain their meaning.</p> <p>I give and explain a personal response to a text using evidence from the text.</p> <p>I use clues from the text to predict what might happen next, giving reasons why.</p> <p>I know that the main idea in a narrative may also have a message for the reader(theme)</p> <p>I recognise that books may have similar themes.</p> <p>I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries.</p> <p>I listen to others' personal responses to a text and adapt own response in the light of it.</p> <p>I know that characters' actions can tell the reader about their thoughts, feelings and motives.</p> <p>I infer characters' feelings, thoughts and motives from their actions.</p> <p>I identify the organisation and layout in books, recognising it changes to suit the purpose.</p> <p>I explain how the organisation and layout helps me to understand it.</p>
Brown		Y4	<p>I know that phonics is one strategy to help me read unfamiliar words.</p> <p>I know when phonic strategies will help me to read a word and when they will not.</p> <p>I use root words to help me read and understand the meaning of unfamiliar words.</p> <p>I know what prefixes and suffixes are and I understand how they can change the meaning of a word.</p> <p>I use prefixes and suffixes to read and understand the meaning of unfamiliar words.</p> <p>I know that some words may have a similar pronunciation but may be written differently.</p> <p>I use knowledge of unusual phoneme/grapheme</p>
Grey	Y4	<p>I know that phonics is one strategy to help me read unfamiliar words.</p> <p>I know when phonic strategies will help me to read a word and when they will not.</p> <p>I use root words to help me read and understand the meaning of unfamiliar words.</p> <p>I know what prefixes and suffixes are and I understand how they can change the meaning of a word.</p> <p>I use prefixes and suffixes to read and understand the meaning of unfamiliar words.</p> <p>I know that some words may have a similar pronunciation but may be written differently.</p> <p>I use knowledge of unusual phoneme/grapheme</p>	<p>I discuss the range of narrative stories introduced so far and consider differences and similarities.</p> <p>I know that the plot develops in different ways according to the plot pattern.</p> <p>I use a dictionary to check or find the meaning of new words.</p> <p>I find examples of patterned language for effect.</p> <p>I identify words and language that show the setting of a book – historical, cultural or social.</p> <p>I identify different openings in different books and I can compare different story openings.</p> <p>I explain why a writer has chosen specific words and language to create mood, atmosphere or feelings.</p> <p>I record words and language from my reading to use in my own writing.</p> <p>I recognise and name different types of poems which have been introduced to me.</p> <p>I explain the effect created by the poet's choice of words and language.</p> <p>I find examples of patterned language in the poems I read and explain the effect.</p>
Dark Blue			

		<p>correspondences to help me read unfamiliar words.</p>	<p>I identify that intonation, tone, volume and action can be used to enhance meaning. I prepare poems to read aloud and to perform showing understanding through intonation, tone, volume and action. I know how to use a non-fiction book to find identified information. I frequently empathise with a character. I understand that a writer wants the reader to respond in a certain way. I ask questions to deepen understanding of a text – between and beyond the lines. I understand that a writer wants the reader to respond in a certain way. I adapt my own response in the light of others’ responses. I infer meaning using evidence from events, description and dialogue. I make predictions based on the text and from knowledge from other books. I identify the main idea in paragraphs in a text. I summarise the main idea of a text in a sentence. I skim and scan to find specific information/key words on a page or in a paragraph.</p>
<p>Burgundy</p>	<p>Y5</p>	<p>I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>I can read further exception words, noting the unusual correspondences between spelling and sound.</p>	<p>I know that there is a range of narrative genres which include classic and traditional stories, myths and legends, poems and play scripts. I discuss and explain how and why different books have different structures. I can explain why I enjoyed a book or poem and who might also enjoy it. I evaluate the usefulness of a non-fiction book to research questions raised. I understand that a writer moves events forward through a balance of dialogue, action and description. I can explore how dialogue is used to develop character.</p>
<p>Black</p>		<p>I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p>	<p>I understand that writers use language for precise effect e.g. developed noun phrases, similes, metaphors, personification etc I can explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks. I can record examples of effective techniques and structures from reading to use in my own writing. I use dictionaries to check or find the meaning of unfamiliar words. I ask questions to improve my understanding. I use meaning – seeking strategies to explore the meaning of words in context. I justify inferences with evidence from the text. I make predictions from evidence found and implied. I summarise the main ideas drawn from a text. I explain how the context of a text reflects the reaction of the audience it was written for. I explain the reasons for my viewpoint, using evidence from the text I make connections between similar texts, prior knowledge and experience. I explain why there are connections, using evidence. I build on others’ ideas and opinions about a text in discussion. I question others’ ideas about a text. I evaluate the effectiveness of different versions of texts. I use skimming and scanning to find the information I need. I find examples of fact and opinion in texts and explain why one is fact and the other opinion. I explore how events are viewed from another perspective. I explain the writer’s viewpoint with evidence from the text. I identify the writer’s viewpoint, for example, how different characters are presented.</p>

<p>Free Readers</p>	<p>Y6</p>	<p>I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>I can read further exception words, noting the unusual correspondences between spelling and sound.</p> <p>I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p>	<p>I am familiar with a range of narrative genres which includes classics and traditional stories, myths and legends, poems and play scripts.</p> <p>I can explain why I enjoyed a book or poem and who might also enjoy it.</p> <p>I evaluate the usefulness of a non-fiction book to research questions raised.</p> <p>I know that non-fiction texts may include a creative, fictional element.</p> <p>I can record examples of words and language from reading to use in my own writing.</p> <p>I can explain how the style and vocabulary are linked to the purpose of the text, using evidence.</p> <p>I evaluate the usefulness of different non-fiction texts by comparing how different writer's present the same information.</p> <p>I can explain the characteristics of a writer's style, using evidence.</p> <p>I can explain how the word and language choices support the writer's purpose, using evidence.</p> <p>I can comment on the effectiveness of the writer's use of language structures and techniques.</p> <p>I use dictionaries to check or find the meaning of unfamiliar words.</p> <p>I ask questions to improve and deepen my understanding.</p> <p>I re-read to check that the text is meaningful.</p> <p>I know that texts have different layers of meaning – between the lines and beyond the lines.</p> <p>I summarise the main ideas drawn from a text.</p> <p>I make predictions from evidence found and implied.</p> <p>I can explain how the context of a text reflects the reaction of the audience it was written for.</p> <p>I give a personal point of view about a text, explaining the reasons and using evidence.</p> <p>I build on others' ideas and opinions about a text.</p> <p>I make connections between texts which may not initially seem similar.</p> <p>I can explain the similarities and differences between different versions of texts.</p> <p>I identify themes in books which have different cultural, social or historical contexts.</p> <p>I compare and contrast themes in a range of books.</p> <p>I summarise key information from different parts of the text.</p> <p>I understand the difference between fact and opinion and explain why.</p> <p>I use point, evidence and explanation (PPE)</p> <p>I understand that a narrative can be told from different points of view – narrator, character.</p> <p>I can explore how events are viewed from another perspective.</p> <p>I can explain implied points of view, using evidence.</p> <p>I can explain the writer's viewpoint with evidence from the text.</p> <p>I can explain how the techniques used create feelings, atmosphere, mood or messages.</p> <p>I justify inferences with evidence from the text.</p>
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Ordsall Primary School Book Band Chart for Home



Play, Learn & Grow Together!

Reading Books

Reading progression expectations	Book Band Colour	Phonic knowledge	Red words	Read, Write Inc Guided Reading Books equivalent level
End of Autumn Term Reception	N/A	<u>Set 1 sounds</u> m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, ck	the, to, I, no, go	RED DITTIES
End of Spring Term Reception	N/A	<u>Set 1 sounds</u> sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk <u>Set 2 sounds</u> ay, ee, igh, ow, oo, oo(u)	he, she, we, me, be, was, they, my, you, her, all, are	GREEN
End of Summer Term Reception	N/A	<u>Set 2 sounds</u> ar, or, air, ir, ou, oy	some, one, said, come, do, so, when, have, like, little, what	PURPLE
End of Autumn Term Y1	N/A	<u>Set 3 sounds</u> a-e, ea, i-e, o-e, u-e, aw, ur, er, ow, oi, ai, oa	oh, were, there, here, their, people, Mr, Mrs, looked, called, asked	PINK
End of Spring Term Y1	N/A	<u>Set 3 sounds</u> ew, ear, ure, ue, ie, oe, wh, ph, au, e-e, are, ire, kn	water, where, who, again, thought, through, work, many, laughed, because, any, friends, once, please	ORANGE
End of Summer 1 Term Y1	ORANGE Book 15/16		Reads automatically a growing number of common exception words	YELLOW
End of Summer 2 Term Y1	TURQUOISE Book 17/18			BLUE
End of Autumn Term Y2	PURPLE Book 19/20			GREY
End of Spring Term Y2	GOLD Book 21/22			GREY
End of Summer Term Y2	WHITE Book 23			N/A
End of Spring 1 Term Y3	LIME Book 24			N/A
End of Summer Term Y3	BROWN Book 25/26			N/A
End of Spring 1 Term Y4	GREY Book 27			N/A
End of Summer Term Y4	DARK BLUE Book 28			N/A
End of Spring 1 Term Y5	BURGUNDY Book 29			N/A
End of Summer Term Y5	BLACK Book 30			N/A
Y6	FREE READER			N/A