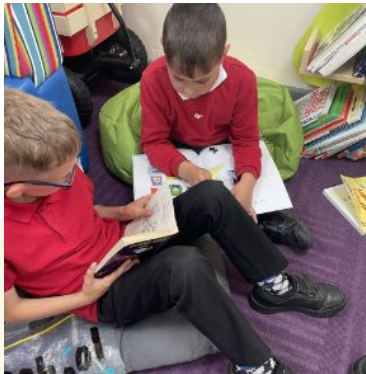


XP.
TRUST



Reading at Carcroft!

“The more that you read, the more things you will know. The more that you learn, the more places you will go” Dr. Seuss



- Crew Robson's Reading Log
- made by
- ↓
- Shelby
 - Henry
 - Emerson
 - Charlie
 - Colgan
 - Erin
 - Harrison
 - James
 - Dylan
 - Frankie
 - Freddy
 - Summer
 - 53
 - Coach
 - Dorlan
 - Levi
 - Shanna
 - Lighting
 - Kyle
 - Andrew
 - Steph
 - Luella
 - Loren
 - Colton
 - Quinn
 - Luella
 - Wynne



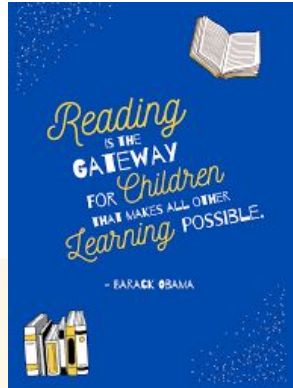
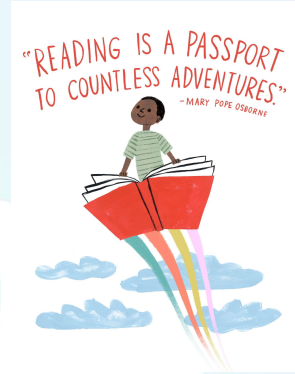
Intent:



Curriculum Intent

Carcroft Primary School is a reading school and reading is at the core of everything that we do. All staff members within school are responsible for promoting reading and being great reading role models to our pupils. Reading is of high importance and we believe that generating a love of reading is fundamental in order for our pupils to achieve in every aspect of school life, as well as the wider world.

Right from entering F2 our pupils are hooked into books through daily class reads, Expedition, access to the crew reading area and much more, enabling pupils right from the inset to become passionate readers as well as allowing them to understand the importance of reading. We know that reading is a fundamental skill which pupils require to enable them to full immerse and succeed in other areas of the curriculum.



We strive to ensure that all of our pupils have a lifelong enjoyment of reading books and can read accurately, fluently and with understanding. As well as how to read with expression, clarity and confidence. We make sure that all pupils are aware that reading really can make a difference throughout their whole lives and provide them with a passport to endless opportunities.

Through Reading, Writing and Expeditionary learning all of our pupils are exposed to a diverse range of authors and poets as well as a wide range of different text types. Pupils are given countless opportunities to read and respond to these texts in a range of ways. We encourage all of our pupils, and the wider school community to see reading as something pleasurable and valuable for everyone.



Implementation:



We have based our teaching of reading skills with Jane Considine's 'Hooked on Books' approach. The rationale behind this being that there is lots of opportunity for pupils to engage in high quality oral discussion around texts as well as engaging in written responses. We also use The Write Stuff to support Writing and we believe that the 'rainbow' supports those learners who require a more visual approach to the curriculum in order to support them to understand which skills they are focussing on within the curriculum.

Our **Reading week** is split across at least **four sessions**, which start with two '**Book Talk**' sessions where pupils explore books on a whole class level. This includes predicting, feature finding, genre guessing and distinguishing the intended audience and purpose. Pupils are also involved in a variety of different reading approaches such as **echo reading, chorus reading and round robin reading in order to build their reading fluency**. Sessions are also spent **unpicking all tiers of vocabulary** to ensure that pupils have a greater understanding of what they are reading thus helping them to succeed in all areas of the curriculum as well as helping pupils to communicate with the world around them. Pupils also work collaboratively guided by the teacher to use given sentence stems and high utility words to develop an appropriate **oral response** to a given question around vocabulary.



Implementation:



The third Reading session of the week is a ‘**Demonstration Comprehension**’ session whereby **teachers model** an appropriate answer using sentence stems to a given question. These questions link to the text being covered for the week and focus around the ‘Reading Rainbow’ where pupils are encouraged to explore ‘reasons to read’ through lenses. In KS1 these are linked to the ‘FANTASTIC’ lenses, in LKS2 a selection of FANTASTICs and STYLISTICs, with the hope by UKS2 they will have an awareness of all lenses and be able to confidently answer a range of different questions. **Modelling responses** allows our pupils to not only understand how to answer a given question but also the skills behind this such as, skimming and scanning the text for key words and the thought process behind how to achieve the most appropriate response, as staff speak out loud their process.

Book Talk									
F	A	N	T	A	S	T	I	C	
Fantasy	Adaptation	Humour	Imagery	Autism	Science	History	Language	Art	Music
S	T	Y	L	I	S	T	I	C	
Setting	Textual Evidence	Structure	Language Features	Figurative Language	Authorial Purpose	Theme	Genre	Character	
A	N	A	L	Y	T	I	C	S	
Authorial Intent	Authorial Purpose	Language Features	Figurative Language	Authorial Purpose	Authorial Purpose	Authorial Purpose	Authorial Purpose	Authorial Purpose	

Reading Rainbow KS2



Implementation:

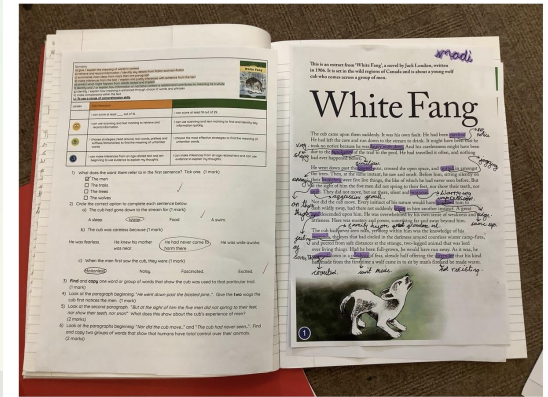
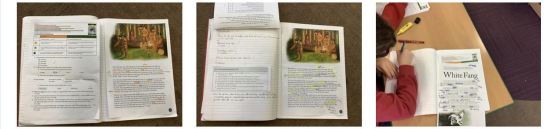


Session 4 is a ‘**Written Comprehension**’ lesson where pupils are expected to **independently, applying the skills** learnt from the previous session, answer a series of questions linked to the rainbow lenses covered throughout the reading week. Often the text is also the same text that pupils have been exposed to throughout the week to build up **confidence, self esteem and self efficacy**. However, at times, when appropriate and during assessment weeks pupils are given an unseen text to allow them to apply all skills learnt to a new text.

Written comprehension in MI

27th March 2023 Stacey McClare

Today we explored a new text, answering a range of comprehension questions. Some of us even challenged ourselves further by pushing for green standard. A great reading lesson MI 😊



Implementation:



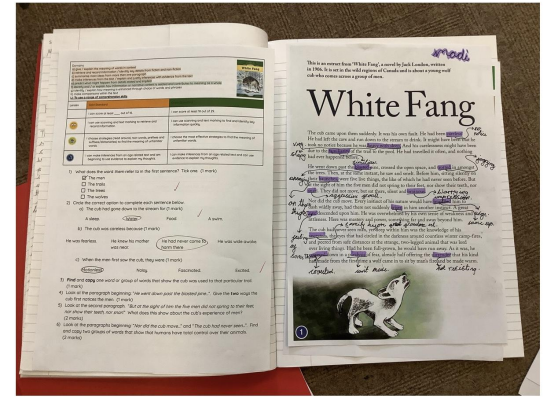
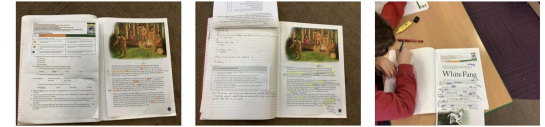
Each Reading session begins with an element of **reading aloud**, this could be chorus reading, echo reading (**led by a pupil or teacher**), paired reading, independent reading or a round robin style. This **enables pupils to improve fluency as well as for staff to model fluency, pace, expression and intonation**. As the week progresses and pupils become more confident with the text and the correct pronunciation of the words within it then they are provided with more opportunities to read in groups, pairs and individually aloud.

Reading texts are chosen to support Expedition knowledge but at times where texts are not available or appropriate staff select a rich text to ensure that all of our pupils are exposed to a wide range of text types and authors.

Written comprehension in MI

27th March 2023 Stacey McClare

Today we explored a new text, answering a range of comprehension questions. Some of us even challenged ourselves further by pushing for green standard. A great reading lesson MI 😊



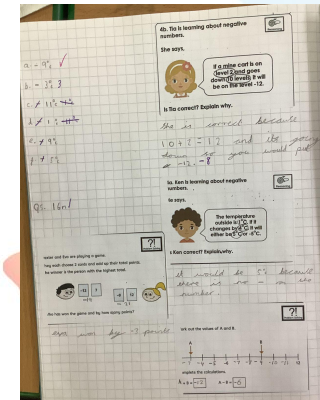
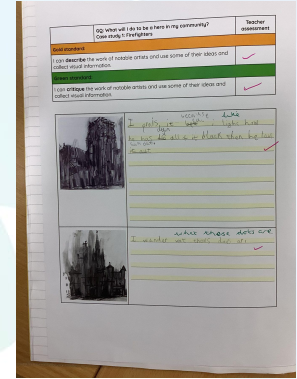
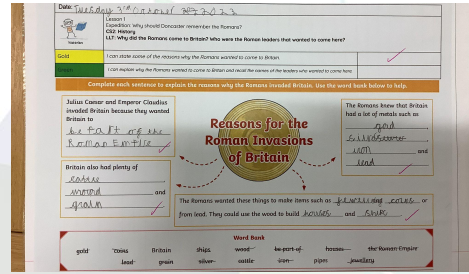
Implementation:

At Carcroft, not only do we develop reading skills through reading sessions but we also ensure that these are enhanced through other areas of the curriculum.

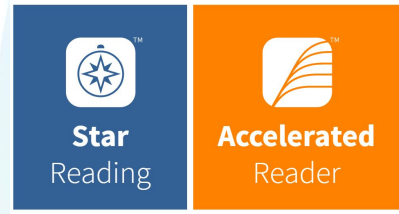
For example, during Expedition sessions pupils are encouraged to read a wide range of texts, both fiction and non-fiction to allow our pupils to learn new knowledge about aspects in the wider world. In addition, pupils also use electronic devices such as ipads and laptops to research a specific topic using different search engines. We are aware that internet research is vital for our Key Stage 2 pupils

During Expedition lessons, pupils are encouraged to read texts and complete comprehension style questions provided by the teacher, to support them in gaining as much knowledge and information around specific themes, ideas and subjects as possible. As well as allowing staff to check for understanding as pupils respond with orally or in written form using their reading skills. Staff also spend time reading aloud to pupils, as well as encourage pupils to echo and chorus read texts, again to reinforce gaining knowledge through different reading materials. Pupils are strongly encouraged to transfer their reading skills to other aspects of the curriculum to gain the best outcome of the session.

During other core subjects such as maths, pupils are encouraged to unpick vocabulary to support them in comprehending what the given question is asking, as well as to allow them to digest the requests of a worded problem especially those requiring two steps.



Assessing Pupils as Readers:



We have a very rigorous approach to assessing our pupils as readers to ensure that assessments are accurate, reflective and capture our pupils as a whole reader.

At the beginning of each term (Autumn 1, Spring 1 and Summer 1) reading assessments are conducted fortnightly. Beginning with Star Reader Test using our Accelerated Reader Programme to assess pupils comprehension skills, as well as fluency as the time taken to read each chunk of text is recorded. Then Salford Reading Tests are used to assess pupils fluency skills. Both of these forms of assessment are used collectively to provide staff with a baseline reading age for pupils. These are then shared with parents/guardians at the end of each term/half term. Staff also use these assessment results to compare whether pupils are working below, at or above age related expectations as their results are compared to their actual age at the time that the test is taken. Pupils then complete WPM and CEW again to assess pupils fluency and reading ability. Staff then complete a 'Reader on a Page' doc to allow them to see each individual pupil as a whole reader.

NAME: _____
 CLASS: _____
 YEAR: _____
 Pupil Premium: Y/N
 EAL: Y/N
 SEND: Y/N
 End of KS1 attainment: _____

Assessment Form	Date	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Attainment HE							
Current AP							
Phonics Plus							
Phonics Probe							
Phonics Screening Score							
Star Reader Test							
Actual Age							
AP ZPD / Book Band							

At Carrist School we use a range of assessment tools to allow us to assess where each child is in terms of their reading skills. These forms of assessment are used to inform staff of the reading skills gaps that exist and to inform planning (comprehension) for children when their class are currently working at. Once children have completed the tests, the Class Leader interprets the data regarding their reading age which is compared to their actual age. These collective assessments are then used to distinguish whether your child is working below, at or above age related expectations. Each time your child is assessed (Come half term, come term!), they will bring home this slip so that you can see where they are currently working at, as well as how much progress they have made from term to term.

Assessment Form	Autumn 1
Attainment HE	
Current AP	
Star Reader Test	
Actual age of the time the test was taken	
AP ZPD / Book Band	
Salford Reading Test	
Actual age of the time the test was taken	
Common Exception Words	/
WPM	/100

Where your child is currently working at: Below At Above

If your child is working below age related expectations within their reading, you will be invited into school by your child's class leader to discuss ways in which we can work together to improve your child's progress throughout the half term.

If you have any questions or concerns regarding your child's reading data then please do not hesitate to contact your child's class leader or myself.

Thank you for your continued support.

Ms Elmer
(English Lead)

Salford Sentence Reading and Comprehension Test (9th Edition)

Record Sheet

NAME: _____

Item	Correct	Incorrect
1. The dog sat on a rug		
2. Put a map on top of a rack		
3. We might get chickens for dinner		
4. They went out on the rain and wind began		
5. There have been hard tasks to do		
6. After school, she has an extra music lesson then gun and football		
7. The boy cycles to school in the morning and travels with his five younger sisters		
8. The rabbit tried to hide, but the police found him under the bushes with his bag of stolen money		
9. If you get ready really quickly, you can catch the eight o'clock bus and still arrive on time		
10. After a field of crops has been picked, it is important to freeze them very carefully		

WPM: _____

CEW: _____

Salford Sentence Reading and Comprehension Test (9th Edition)

Form A

- The dog sat on a rug
- Put a map on top of a rack
- We might get chickens for dinner
- They went out on the rain and wind began
- There have been hard tasks to do
- After school, she has an extra music lesson then gun and football
- The boy cycles to school in the morning and travels with his five younger sisters
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- If you get ready really quickly, you can catch the eight o'clock bus and still arrive on time
- After a field of crops has been picked, it is important to freeze them very carefully

60-Second Reads Guidance

The 60-second Reads are a set of 60 1-minute reading passages, each with a set of 10 questions. The passages are designed to be read in 60 seconds and are suitable for use with children aged 5-11.

The Most Heroic Hero

1. In the time of the hero...

Turning Milk into Cheese

1. Cheese is made from milk...

Tail's Troubles

1. Tail is a small animal...

How the Kingpin got Their Title

1. The kingpin is a...

Children's Stories with Tail's Tale

1. Tail is a small animal...

Picture Stories with Tail's Tale

1. Tail is a small animal...

Year 1 and 2 Common Exception Words

Year 1	Year 2
the they one door gold plant	clothes
a be once floor sold path	busy
to he ask poor told both people	to
for me friend because find great	hour water
today she school kind break prove again	sure Mr
is of no push said speak improve money	Mrs
can go pull sit behind pretty	after
so full house one child beautiful sugar	age parents
are by house was tiny our	Christmas energy
is there climb fast should would	even
if you most only father who	
I love you some both class whole	
your some old grass sing	
	pass many

ink saving Eco

Assessing Pupils as Readers:



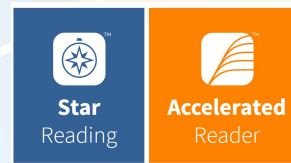
For some pupils, especially our bottom 20% and those working below ARE expectations they are assessed more closely with assessment being completed each half term.

Then during termly assessment weeks (once a term in the second half), pupils complete a NTS reading paper to provide staff with an additional layer of assessment in line with national standards. These results are shared both with pupils and parents/guardians as part of our 'getting smart' HoWL. It is important that both our pupils and parents are informed on how well our pupils are achievement in terms of both attainment and progress, in order for us to work together to allow our pupils to achieve the best that they can, and showcase what they are really truly capable of in terms of their reading ability.

Reading rubrics are also highlighted termly by staff members as a further form of assessment that is conducted across the Trust to further assess our pupils reading age, word reading, word meaning and comprehension ability.

Assessments are staggered throughout each term to allow an accurate picture of each individual pupil as a reader to be created, as well as to ensure that assessments aren't too onerous for staff as well as too overwhelming for our pupils, yet providing staff with the elements that they need to assess our pupils accurately, close the gap where appropriate and ultimately ensure that as many of our pupils as possible leave school meeting age related expectations in line with national expectations.

A screenshot of a table titled "XP Reading Rubric" with columns for "Year" and "2023 Trust Expectation". The table contains detailed criteria for reading age, word reading, word meaning, and comprehension across different year levels.



Love for reading:



At Carcroft Primary School, pupils are given the opportunity to participate in a variety of exciting activities linked to reading. Such as, **'World Book Day'**, **'Storytelling Week'** and **'Pujarmarama Day'**, to further generate that love for reading.

We also encourage our parents to engage in these days as well as additional reading opportunities such as our Y1 Reading Cafe, Fathers Day Reading and Storytelling Time.

Story telling week continues in MI

31st January 2023 Stacey McClare

Today MI visited the library and spent some time getting lost in our own books 😊 We also enjoyed reading to others and sharing our stories.



World Book Day in Crew Welburn

2nd March 2023 A Welburn

We've had a lovely day celebrating World Book Day in Crew Welburn today. We've shared our costumes, talked about our favourite stories and made character masks!



Y1 reading cafe! 📖

2nd March 2023 Lauren Marsh

We have loved having parents in again for our Y1 reading cafe today, thank you again for spending the time to come and read with your children! 💕



Reading with our Dad's

16th June 2023 Lauren Marsh

We loved reading with our Dad's before Father's Day on Sunday. Thanks for coming! 💕



Love for reading:

As well as the occasional day to celebrate reading at a national or international level, we ensure that reading is celebrated and highly prioritised in school EVERY day!

Across school, reading can be seen in our discrete reading skills sessions where we follow the programme Hooked on Books (as talked about on previous slides) as well as in our Maths sessions where we are learning new vocabulary, reading word problems, explore mathematical language and much more to ensure that all of our pupils develop into confident mathematicians.

Throughout our daily Expedition sessions staff also ensure that texts are carefully selected to really drive our Expeditionary learning and to enhance children's understanding of the world further as well as enriching their love for reading, thus understanding the power that reading can have to enable them to learn more about the world in which they live. Through our Expedition lessons we ensure that all pupils are exposed to a wide range of texts, including information texts where we highlight to pupils how much information texts hold to enable them to learn a vast amount from them. As a result it has also had a great impact on pupils Expeditionary writing as they are able to 'magpie' from writing, reading and Expedition sessions.



Love for reading:



Our Writing sessions, also following Jane Considine 'The Write Stuff' approach, are driven by carefully selected key texts. 'Experience Days' also allow pupils to be really immersed in the texts and enables pupils to generate vocabulary linked to lenses, as well as prepare them for chotting and writing. These writing sessions really allow reading to be brought to life!

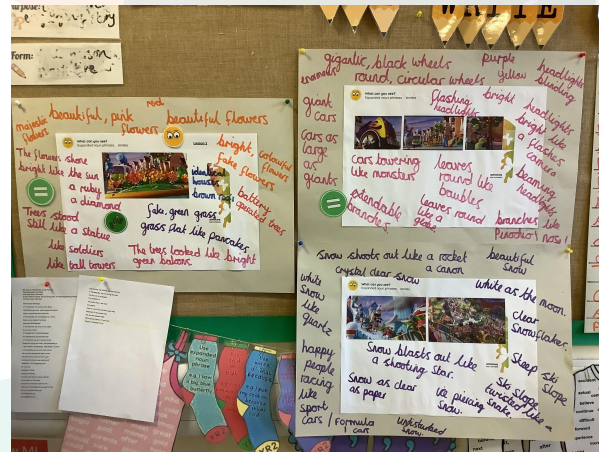
Our pupils love exploring their text through drama techniques such as taking on the role of a character and acting out stories which develops a love of reading whilst supporting them to build ideas for writing too.

The tunnel experience lesson

18th April 2023 Lauren Marsh

To hook is into our new writing we looked into our new book - The Tunnel.

We pieced together the book front cover, predicted what might happen, crawled through a tunnel and acted out how the character might be feeling.



In today's experience lesson we explored what it would be like for Florence and her team of nurses to clean Scutari hospital. We couldn't believe our eyes! There was so much cleaning to do!



Love for reading:

'Class Reads'/story time, also play a crucial part in our pupils school life and are something that all staff members ensures happens daily, whether it be at the start of the day, after break or lunch or at the end of the day, it happens!

Staff share a class book (sometimes chosen by the staff to ensure that it is a high quality, great age appropriate books but also often selected by the pupils themselves) and simply sit and enjoy a book for at least 10 minutes per day.

Staff lead by example and model reading the text aloud demonstrating fluency, expression and intonation. Staff also discuss and share new vocabulary with pupils and overall show pupils how fun and enjoyable reading can be! We believe that if our pupils see our staff members reading and demonstrating that reading is pleasurable, important, valued and overall enjoyable then we will create lifelong reader who love to read!



Love for reading:

For our pupils our 'class reads' also take that 'scary element' of reading and allows our pupils to just sit back, listen and really immerse themselves in a text where they can let set their imagination free and explore another world.

This year, many of our staff members have also taken part in a 'Teacher Swap' activity where staff have been able to share their favourite book, or a book that they love very much with another crew that was not their own.

Pupils across school loved having a different teacher and listening to different texts and stories. So much so that we did another one not too long after! This is something that we are hoping to continue, involving all members of the school community.



Love for reading:



**Accelerated
Reader™**



**XP.
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Independent reading is also a priority in school and we ensure that all of our pupils in KS2 are given the opportunity to read independently at least twice a week for 30 minutes. This is done through the Accelerated Reader Programme, in which we use where pupils log on to their account and read an age appropriate (ZPD) book that has been matched to their reading age (ZPD formulated from their assessment).

Pupils can also, if they prefer, select a library book, again matched to their ZPD from the library to read in this time.

Staff also use this time as an opportunity to listen to individual pupils read and tune into their fluency skills as well as to develop pupils comprehension skills. Pupils enjoy having this time to read alone and to really delve into a text uninterrupted. Staff have also been known to read in this time and have modelled to children how much they enjoy reading too!



**Star
Reading**

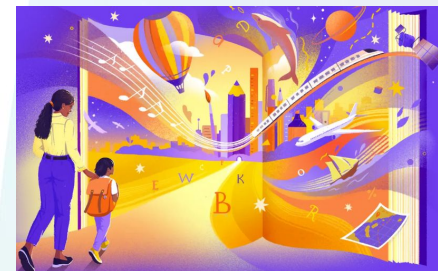


**Accelerated
Reader**



Love for reading:

IT ALL STARTS WITH LITERACY



We are fortunate enough that many of our KS1 pupils and those in the bottom 20% in LKS2 have access to an online tutoring programme called Chapter One. This academic year we have been able to launch this as early as September so that our pupils really can reap the benefits early on. This fantastic opportunity helps to boost our pupils literacy skills as well as their love for reading!

In each KS1 and some LKS2 crews, 10 pupils have been selected to partake in this opportunity. Each week, for 30 minutes, these pupils will be offered 1:1 reading support for the entire academic year. Pupils will spend time with a reading volunteer practising flashcards, reading a story and playing word activities. As a result, this helps to transform each pupils reading confidence, love for reading and overall reading ability, especially in terms of fluency.

This reading programme had a great impact on specific pupils last year in terms of developing their reading skills, ability and overall love for sharing a book.

Therefore we took the decision to implement it again this year. We also found it a great way to reach our bottom 20% pupils as well as those pupils who are not given the opportunity to read at home with an adult. Last year we also noticed a boost in children's confidence, an increase in reading enjoyment levels and a strengthened sense of believe as pupils felt they were good readers. We also believe that this programme really sparks pupils excitement about the word of reading and the endless possibilities that reading can bring!



Oct 3, 2023 4:00 PM

From: Jennifer Fraser

To: Lauren Marsh

Subject: Tutor Session Feedback for Student: Macey rose L. on 2023-10-03

Reply

Great first session with Macey Rose. She was engaged throughout and applied her phonics knowledge (recalling special friends' rhymes) to sound out words she was unfamiliar with.

Oct 2, 2023 2:00 PM

From: Priscila Low

To: Lauren Marsh

Subject: Reply to 'Welcome to my classroom!'

Reply

Molly was great - at the beginning she wasn't saying much but once we started reading the book she opened up and read really well and also told me that she loves animals so I will try and continue on these theme as she seemed to engage really well.

Celebrating reading at home:



In KS1, pupils also engage in 'Reading with Ruby', 'Reading with Rosie' or 'Reading with Rupert'. This is where each pupil is encouraged to take their crew teddy bear home and share a book with them. The children love this and I think Ruby and Rosie do too!

Across school, we also celebrate our 'Reading Champions'. These are our pupils in each crew who read the most at home each week. These pupils are celebrated in our weekly Phase Community Meetings and receive a certificate and sweet/chocolate to take home. Each week, the crew that have read the most at home on a whole also receive a crew certificate which is displayed in classrooms.

Crew Godley super readers!

3rd March 2023 | Laura Godley

This week we've had a great week with so many children reading at home to their grown ups and siblings. The children have been so proud in academic crew sharing their reading scores with their peers. Today, those children who read three or four times this week received a 'get smart' postcard because it shows they are most certainly getting smart when they can apply our phonics to read more fluently. Thomas, our little reading super star read five times, as he does every week! We thought this deserved a celebratory big bar of chocolate!



Reading Champions!

21st March 2023 | Sophie Elmer

This week we had lots of children who were awarded for reading at home. It is great to see the increase in numbers and how much children are enjoying reading every night at home. BIG thank you to all of those grown ups at home who are spending the time listening to their child/en read, the benefits are HUGE! After having a peek at some reading records this week it is also great to see the lovely comments from grown ups!

We also celebrated the Crews who have been collectively reading the most at home, Crew Godley won it for Week 2 and Week 3 in KS1 and Crew Boswell for Week 2 and Crew Shields for Week 3 in KS2.

Well done to all of our amazing readers and parents! I wonder if we might have even more Reading Champions later this week?!



Celebrating reading skills in school:



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At Carcroft, we LOVE celebrating Reading! As well as certificates and rewards for reading at home we also appreciate the hard work that takes place by our pupils during their time in school. Therefore each week, each crew selects a crew member to be a 'Reading Star'. This is a pupil who has stood out for reading that week. It could be excellent comprehension skills, improved fluency, participation in reading sessions, confidence to read aloud in an Expedition session, anything! For those pupils who achieve this reward they get a certificate and get to have a special 'Book and Breakfast' session with the Headteacher, Mrs Atherton. Our pupils love this, as does Mrs Atherton and it gives them a further opportunity to discuss their favourite books, reasons to read, as well as spend time in the library reading and sharing books.



Library:



LIBRARIANS

Group 1 Tuesday	Group 2 Wednesday	Group 3 Thursday	Group 4 Friday
Ivan	Nella	Hester	Sabrina
Bobby	Frankie M	Ellie	Madi
Gabriel	Lottie	Esme	Kayla
Lily	Lacey	Frankie T	Sophia
Hannah	Lexi	Jake	



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Here at Carcroft Primary School we are fortunate enough to have our very own school library, which has recently been updated with large bean bags and cushions for our pupils to sit on, as well as a colourful rug displaying the alphabet and displays of powerful quotes and book reviews.

At Carcroft, we know that children who read for pleasure have better lifelong outcomes therefore we do what we can to ensure that all pupils are given the maximum amount of opportunities to read on their own terms. All pupils are supported in their reading journey daily by all members of staff.

Library time is built into the curriculum and each crew attends at least weekly for 15 minutes to expose our pupils to new books and to allow them the opportunity to read/share a book with a peer in a calm space.

During library visits, staff have the role to ensure that they guide pupils in their reading, inspire them to try something new and provide opportunities to explore reading beyond the classroom setting.

This space is also used for staff to involve pupils in daily storytime, where pupils may listen to a story being read, share a story of their own aloud or act a story out through drama or the use of puppets, ultimately developing a love for reading.



Library:

Having our library ensures that all of our pupils have access to high quality, up-to-date books that are matched to their individual reading age. Our pupils are empowered to make their own choices about what they read, taking full ownership of selecting a text of their choice that they are solely interested in, leading them to continue to read for pleasure.

Pupils select an appropriate book matched to the outcome of their Star Reading Test Score (ZPD) which formulated from the digital Reading Programme 'Accelerated Reader'. Once pupils have selected a book they are able to take this home and either read independently, with an adult or both. Children take ownership of selecting a text of their choice that they are solely interested in.

For those pupils who are accessing the RWI Programme then they are encouraged to take home their RWI book as well as a reading for pleasure book from the library.



Library:



LIBRARIANS

Group 1 Tuesday	Group 2 Wednesday	Group 3 Thursday	Group 4 Friday
Ivan Bobby Gabriel Lily Hannah	Frankie M Liam Lacey Lexi	Ellie Ethan Frankie T Jake	Hester Senna Madi Kayla Sophia



XP.
TRUST



This space also allows pupils to access resources that they may not have at home. Many of our pupils also do not have access to any local libraries so we do our utmost to give them the 'library experience' here at Carcroft.

School Librarians (UKS2) are established at the end of each school term and they have the responsibility to ensure that the library remains a safe and purposeful place for pupils to read and enjoy books, as well as ensuring that it is kept organised and tidy by placing returned books into the correct labelled baskets.

