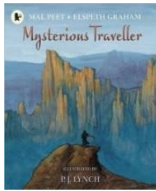
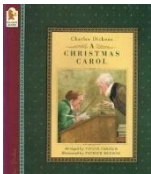







LAYGATE COMMUNITY SCHOOL READING PROVISION MAP – YEAR 6

QUALITY FIRST TEACHING					INTERVENTION
Shared Reading (Whole class skills taught within English lessons)	Guided Reading	Focused Reading Basic Skills	Home reading	Reading for Pleasure	
<p>Following whole school Literacy Spine (English lessons)</p> <p>Shared Reading of Fiction, Non-fiction and Poetry each term (varied diet of genres and authors)</p> <p>Talk 4 Writing strategies used e.g., oral retelling of texts through text maps</p> <p>Variety of reading activities used e.g. DERIC, word of the Day, repeated or echo reading, Readers' Theatre, sequencing, book reviews</p>	<p>Whole class/large group delivery</p> <p>Following John Murray Layered Guided Reading Focusing on fluency, vocabulary and HORS (Higher Order Reading Skills) e.g. deduction and inference</p> <p>Reading Journals used to record supported comprehension (WARM application) and the independent comprehension (COLD application)</p> <p>N.B. FFT Reciprocal Reading Programme from Autumn 2022 for selected Y5/6 pupils</p>	<p>Reading Plus to support fluency, vocabulary acquisition & comprehension</p> <p>Independent reading time e.g. DEAR</p> <p>Paired Reading</p> <p>Parents/children encouraged to record entries in home/school diaries</p>	<p>2 home reading books per week (1 free choice & 1 assigned by staff to match children's ability) Parents/children encouraged to record entries in home/school diaries</p> <p>Bookbanded scheme: Badger Banded Books Oxford Treetops</p> <p>Reading Plus Lexia</p>	<p>Daily Read Alouds (storytime) N.B. See Reading Spine</p> <p>Library slot to help develop opportunities to read a wide range of genres & support/discussion around book selection</p>	<p>Termly Pupil Progress meetings to agree actions for groups by attainment and vulnerability e.g., girl/boy, FSM/PP, EAL, Asylum Seekers, LAC, SEND, MAT</p> <p>RWInc Phonics e.g., newly arrived EAL pupils or pupils with SEND</p> <p>Small Group Guided Reading with a focus on reciprocal reading</p> <ul style="list-style-type: none"> Scholastic Connectors Rigby Star Navigators Rigby Star <p>1:1 reading IEP Time with an adult Lexia Racing to English e.g. newly arrived EAL pupils Reading Plus Barrington Stoke Readers available as needed</p>
YEAR 6 READING PROGRESSION					
Phonics & Decoding	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	Word meanings	Using dictionaries to check the meaning of words that they have read.	Authorial intent	Identifying how language, structure and presentation contribute to meaning.
Range of reading	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Understanding	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	Non-Fiction	Distinguish between statements of fact and opinion.
	Reading books that are structured in different ways and reading for a range of purposes.		Asking questions to improve their understanding.		Retrieve, record and present information from non-fiction.
	Making comparisons within and across books.		Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.		
Familiarity with texts	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	Inference	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Discussing reading	Recommending books that they have read to their peers, giving reasons for their choices.
	Identifying and discussing themes and conventions in and across a wide range of writing.				Participate in discussions about books, building on their own and others' ideas and challenging views courteously.
Poetry & Performance	Learning wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	Prediction	Predicting what might happen from details stated and implied.		Explain and discuss their understanding of what they have read, including through formal presentations and debates, provide reasoned justifications for their views.

YEAR 6 TEXTS & GENRES

LITERACY SPINE TEXTS

AUTUMN			SPRING			SUMMER		
FICTION	NON-FICTION	POETRY	FICTION	NON-FICTION	POETRY	FICTION	NON-FICTION	POETRY
 	 	 		 	 	 		
Stories set in other cultures and traditions Fiction from Literary Heritage Biographies & Autobiographies Rhyme, rhythm & patterned language Use of Imagery in Poetry			Modern Fiction Balanced Arguments Poetry on a theme & use of imagery (the sea)			Classic Fiction Non-chronological Reports Narrative Poetry		
<div>GUIDED READING TEXTS inc. John Murray resources & a selection of texts from Learning Materials Ltd</div>      			<div>HOME READERS</div>			 Matched reader assigned from a range of ‘real’ fiction and non-fiction texts (Badger Banded Boxes) & a free choice book from library or class reading area Reading Ages used to help inform which band children select from		
<div>READING SPINE Storytime & Read Alouds</div>              								

Year 6 Key Performance Indicators for Reading		
Autumn	Spring	Summer
KPIs On-track for Expected Standard (EXS)	KPIs On-track for Expected Standard (EXS)	KPIs Expected Standard (EXS)
Read and give opinions on the fiction and non-fiction read over the term and develop personal preferences for authors and styles of writing.	Use a range of strategies for working out unfamiliar words including using the context and use of any root words, prefixes or suffixes to help to determine the definition.	Identify distinctive language, structural and presentational features in non-fiction texts, demonstrating an understanding of how these help the reader draw meaning from the text.
Identify language, including figurative language the writer has chosen for impact, discuss and evaluate the impact on the reader.	Participate in discussion about texts read expressing views and preferences about authors and genres, justifying them with reference to the text.	Justify views about texts, offering coherent evidence to support it.
Evaluate the effectiveness of dialogue and its purpose within different texts.	Make comparisons between play scripts and narrative texts; identify similarities and differences and discuss in the impact on the reader.	Efficiently skim read a text for the main idea.
Identify techniques and explain how writers create specific atmospheres.	Identify distinctive language, structural and presentational features in persuasive and discursive texts, demonstrating an understanding of how these help the reader draw meaning from the text.	Efficiently scan a text for specific words and phrases.
Identify and explain the purpose of different features of different forms of writing and how they appeal to specific audiences.	Provide explanations of inferred meanings drawing on evidence across the text.	Explain how meaning is enhanced through choice of words and phrases.
Give and explain the meaning of words in context.	Predict what might happen from what is stated and implied.	Explain the meaning of words and phrases in context including archaic language and figurative language.
Skim and scan a text finding evidence quickly.	Efficiently skim and scan a text finding evidence at speed.	Identify and discuss how the writer has used word, structural, audible and visual techniques to create an intentional effect on the reader.
Retrieve and record information accurately.	Identify strategies writers use to demonstrate shifts in time.	Summarise main ideas, identifying key details and using quotations for illustration.
	Identify and explain persuasive techniques including stylistic and vocabulary choices.	Retrieve, record and re-cast information from non-fiction.
KPIs On-track for Greater Depth (GDS)	KPIs On-track for Greater Depth (GDS)	KPIs Greater Depth (GDS)
Compare the use of features when writing in different formalities and for different purposes and audiences.	Summarise in depth the main ideas drawn from more than one paragraph, explaining key details that support them.	Use implied and multi-layered meaning to predict what might happen.
Evaluate how effectively the writer has met the purpose of the writing and appealed to the intended audience(s).	Independently make structured responses by stating the point, finding evidence and explaining ideas.	Reason about the meaning of words and phrases, making links and seeking relationships with other words and phrases to support explanations.
Note how the writer has demonstrated assured and conscious control over levels of formality, and how this changes, when the audience or form is different.	Distinguish opinions and assertions from facts, questioning what they read and looking for evidence to support questions within a text or in footnotes or references.	Explain and evaluate how writers and themselves as writers, have effectively demonstrated an assured and conscious control over levels of formality with reference to the manipulation of grammar and vocabulary.
Explain how language choices, sentence structure and grammar will change to change the atmosphere.	Evaluate the impact of combining text types and the purpose of doing so.	Identify and discuss the tone and register in what is read with reference to the text to justify opinions.
Independently use appropriate terminology to discuss texts <i>e.g. metaphor, simile, analogy, imagery, style and effect</i>	Identify and discuss how the writer has used word, structural, audible and visual techniques to create an intentional effect on the reader.	
Explain how meaning is enhanced through choice of words and phrases.	Evaluate the strategies writers use when writing in a non-linear structure, noting the impact on the reader.	
Identify the main ideas within paragraphs and produce a succinct summary.		

LAYGATE COMMUNITY SCHOOL READING PROVISION MAP – YEAR 5

QUALITY FIRST TEACHING					INTERVENTION
Shared Reading (Whole class skills taught within English lessons)	Guided Reading	Focused Reading Basic Skills	Home reading	Reading for Pleasure	
<p>Following whole school Literacy Spine (English lessons)</p> <p>Shared Reading of Fiction, Non-fiction and Poetry each term (varied diet of genres and authors)</p> <p>Talk 4 Writing strategies used e.g., oral retelling of texts through text maps</p> <p>Variety of reading activities used e.g. DERIC, word of the Day, repeated or echo reading, Readers' Theatre, sequencing, book reviews</p>	<p>Whole class/large group delivery</p> <p>Following John Murray Layered Guided Reading Focusing on fluency, vocabulary and HORS (Higher Order Reading Skills) e.g., deduction and inference</p> <p>Reading Journals used to record supported comprehension (WARM application) and the independent comprehension (COLD application)</p> <p>N.B. FFT Reciprocal Reading Programme from Autumn 2022 for selected Y5/6 pupils</p>	<p>Reading Plus to support fluency, vocabulary acquisition & comprehension</p> <p>Independent reading time e.g., DEAR</p> <p>Paired Reading</p> <p>Parents/children encouraged to record entries in home/school diaries</p>	<p>2 home reading books per week (1 free choice & 1 assigned by staff to match children's ability)</p> <p>Parents/children encouraged to record entries in home/school diaries</p> <p>Bookbanded scheme: Badger Banded Books Oxford Treetops</p> <p>Reading Plus Lexia</p>	<p>Daily Read Alouds (storytime) N.B. See Reading Spine</p> <p>Library slot to help develop opportunities to read a wide range of genres & support/discussion around book selection</p>	<p>Termly Pupil Progress meetings to agree actions for groups by attainment and vulnerability e.g., girl/boy, FSM/PP, EAL, Asylum Seekers, LAC, SEND, MAT</p> <p>RWInc Phonics e.g., newly arrived EAL pupils or pupils with SEND</p> <p>Small Group Guided Reading with a focus on reciprocal reading</p> <ul style="list-style-type: none"> Scholastic Connectors Rigby Star Navigators Rigby Star <p>1:1 reading IEP Time with an adult Lexia Racing to English e.g. newly arrived EAL pupils Reading Plus Barrington Stoke Readers available</p>

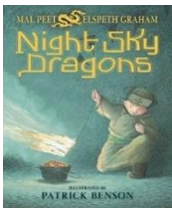

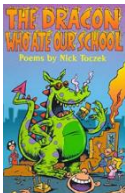
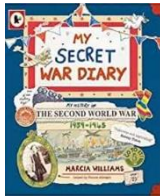

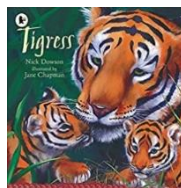








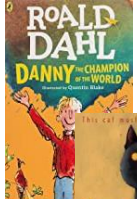

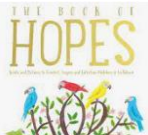

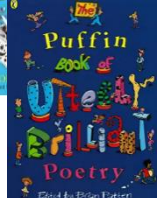
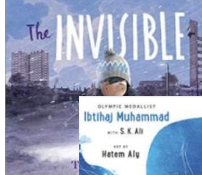
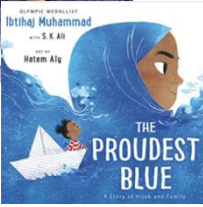

YEAR 5 READING PROGRESSION

Phonics & Decoding	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	Word meanings	Using dictionaries to check the meaning of words that they have read.	Authorial intent	Identifying how language, structure and presentation contribute to meaning.
Range of reading	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Understanding	Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	Non-Fiction	Distinguish between statements of fact and opinion.
	Reading books that are structured in different ways and reading for a range of purposes.		Asking questions to improve their understanding.		Retrieve, record and present information from non-fiction.
	Making comparisons within and across books.		Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.		
Familiarity with texts	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	Inference	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Discussing reading	Recommending books that they have read to their peers, giving reasons for their choices.
	Identifying and discussing themes and conventions in and across a wide range of writing.				Participate in discussions about books, building on their own and others' ideas and challenging views courteously.
Poetry & Performance	Learning wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	Prediction	Predicting what might happen from details stated and implied.		Explain and discuss their understanding of what they have read, including through formal presentations and debates, provide reasoned justifications for their views.

Year 5 Key Performance Indicators for Reading		
Autumn	Spring	Summer
KPIs On-track for Expected Standard (EXS)	KPIs On-track for Expected Standard (EXS)	KPIs Expected Standard (EXS)
Apply knowledge of morphology and etymology to read aloud, working out unfamiliar words and sometimes making sense of new words.	Use knowledge of morphology and etymology to approach new words confidently, finding meaning and pronouncing accurately.	Use knowledge of morphology and etymology to approach new words confidently, finding meaning and pronouncing accurately.
Make comparisons between books, making links between themes, events and characters.	Explain how words and phrases can have different meaning in multiple contexts and the impact of this.	Explain how words and phrases can have different meaning in multiple contexts and the impact of this.
Scan a text to identify a word or phrase from reading and give alternative meaning for it.	Draw inferences from reading and explain thinking, returning to the text to support opinions.	Draw inferences from reading and explain thinking, returning to the text to support opinions.
Identify language, including figurative language the writer has chosen for impact and discuss and evaluate the impact on the reader.	Use skimming and scanning to identify language and grammar features the writer had used to create specific effects and discuss the impact on the reader.	Use skimming and scanning to identify language and grammar features the writer had used to create specific effects and discuss the impact on the reader.
Provide reasons for views about texts read.	Identify distinctive language, structural and presentational features and demonstrate understanding of how these help the reader draw meaning from the text.	Identify distinctive language, structural and presentational features and demonstrate understanding of how these help the reader draw meaning from the text.
Deduce characters' thoughts, feelings and motives for their actions	Justify opinions about texts with confidence.	Justify opinions about texts with confidence.
Identify and discuss writer technique such as repetition, recap, alliteration, onomatopoeia to create a specific effect such as humour and suspense.	Deduce characters' feelings, thoughts and motives for actions, and can explain the deduction process.	Deduce characters' feelings, thoughts and motives for actions, and can explain the deduction process.
Identify techniques, sentence structure and language techniques that supports precise and concise presentation of information in report writing.	Identify techniques used to shift formality and evaluate the effectiveness and purpose.	Identify techniques used to shift formality and evaluate the effectiveness and purpose.
	Identify and discuss the effectiveness of words, phrases and sentence structure used for impersonal writing that is concise and clear.	Identify and discuss the effectiveness of words, phrases and sentence structure used for impersonal writing that is concise and clear.
	Identify viewpoint in discussion texts and gather techniques for demonstrating the viewpoint.	Identify viewpoint in discussion texts and gather techniques for demonstrating the viewpoint.
KPIs On-track for Greater Depth (GDS)	KPIs On-track for Greater Depth (GDS)	KPIs Greater Depth (GDS)
Explain similarities and differences between texts linked to themes and conventions.	Explain and reason about how writers use language and literary devices for comic or dramatic effect.	Confidently and consistently make comparisons within and between books discussing themes and conventions.
Explain the meaning of words in different contexts.	Explain the features that demonstrate author style with reference to vocabulary, sentence structure, themes and conventions.	Confidently and independently draw inferences from texts and justify opinions with evidence from different parts of the text.
Evaluate and reason about how language is used to evoke mood and atmosphere.	Explain narrative viewpoint where there is more than one narrator or non-linear structure to the text.	Recognise and explain nuances in vocabulary choices.
Evaluate how the writer has carefully considered the audience.	Evaluate the effectiveness of different organisational and presentational devices.	Identify techniques to show shifts in time and evaluate the use of vocabulary in grammar to demonstrate the shifts.
Explain the purpose of mixed-genre writing, explaining the techniques that show shifts in formality.		Identify and describe techniques for showing shifts in formality. Evaluate the effectiveness of the techniques.
Describe and explain of features of a specific form support the purpose and acknowledgement of the audience.		Identify and discuss how a writer has appealed to more than one audience within one text.

LAYGATE COMMUNITY SCHOOL READING PROVISION MAP – YEAR 4

QUALITY FIRST TEACHING					INTERVENTION
Guided Reading	Shared Reading (Whole class skills)	Focused Reading Basic Skills	Home reading	Reading for Pleasure	
<p>Following whole school Literacy Spine</p> <p>Shared Reading of Fiction, Non-fiction and Poetry each term (varied diet of genres and authors)</p> <p>Talk 4 Writing strategies used e.g., oral retelling of texts through text maps</p> <p>Variety of reading activities used e.g., DERIC, word of the Day, repeated or echo reading, Readers' Theatre, sequencing, book reviews</p>	<p>Whole class/large group delivery</p> <p>Following John Murray Layered Guided Reading Focusing on fluency, vocabulary and HORS (Higher Order Reading Skills) e.g., deduction and inference</p> <p>Reading Journals used to record supported comprehension (WARM application) and the independent comprehension (COLD application)</p>	<p>Reading Plus to support fluency, vocabulary acquisition & comprehension</p> <p>Independent Reading time DEAR</p> <p>Paired Reading</p> <p>Parents/children encouraged to record entries in home/school diaries</p>	<p>2 home reading books per week (1 free choice & 1 assigned by staff to match children's ability) Parents/children encouraged to record entries in home/school diaries</p> <p>Bookbanded scheme: Badger Banded Books Oxford Treetops</p> <p>Reading Plus Lexia</p>	<p>Daily Read Alouds (storytime) N.B. See Reading Spine</p> <p>Library slot to help develop opportunities to read a wide range of genres</p>	<p>Termly Pupil Progress meetings to agree actions for groups by attainment and vulnerability e.g., girl/boy, FSM/PP, EAL, Asylum Seekers, LAC, SEND, MAT</p> <p>RWInc Phonics e.g., newly arrived EAL pupils or pupils with SEND</p> <p>Small Group Guided Reading with a focus on reciprocal reading</p> <ul style="list-style-type: none"> Scholastic Connectors Rigby Star Navigators Rigby Star <p>1:1 reading IEP Time with an adult Lexia Racing to English e.g. newly arrived EAL pupils Reading Plus Barrington Stoke Readers available</p>
YEAR 4 READING PROGRESSION					
Phonics & Decoding	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.</p>	Word meanings	<p>Using dictionaries to check the meaning of words that they have read.</p>	Authorial intent	<p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Identifying how language structure and presentation contribute to meaning.</p>
Range of reading	<p>Listening to and discussing a wide range of fiction, poetry, play, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p>	Understanding	<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p>	Non-Fiction	<p>Retrieve and record information from non-fiction.</p>
Familiarity with texts	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Identifying themes and conventions in a wide range of books.</p>	Inference	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	Discussing reading	<p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>
Poetry & Performance	<p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume, and action.</p> <p>Recognising some different forms of poetry.</p>	Prediction	<p>Predicting what might happen from details stated and implied.</p>		

YEAR 4/5 TEXTS & GENRES								
LITERACY SPINE TEXTS								
AUTUMN			SPRING			SUMMER		
FICTION	NON-FICTION	POETRY	FICTION	NON-FICTION	POETRY	FICTION	NON-FICTION	POETRY
 	 	 		 			  	
Stories set in other cultures and traditions Multimodal Texts & figurative Language Explanation Texts (Dinosaur Extinction) Performance Poetry			Stories with a metaphor Recount (Letters & Diaries linked to History Topic) Narrative Poetry/Cautionary Tales			Stories set in other cultures and traditions Non- chronological reports (Elephants & Tigers) Poetry Anthology (Wildlife & the Environment)		
GUIDED READING TEXTS inc. John Murray resources & a selection of texts from Learning Materials Ltd			     			HOME READERS		
READING SPINE Storytime & Read Alouds			               					

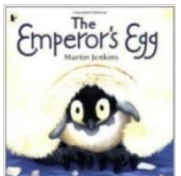
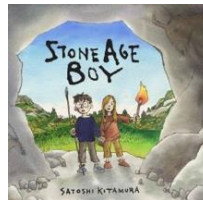
Year 4 Key Performance Indicators for Reading		
Autumn	Spring	Summer
KPIs On-track for Expected Standard (EXS)	KPIs On-track for Expected Standard (EXS)	KPIs Expected Standard (EXS)
Use knowledge of a range of root words, prefixes and suffixes to identify the meaning of unfamiliar words.	Use knowledge of root words, prefixes and suffixes to understand new words.	Decode most new words outside known vocabulary, making a good attempt at the word's pronunciation.
Discuss the meaning of new or unusual words in context.	Use their understanding of unusual spelling-sound correspondences to choose the most appropriate pronunciation of a word.	Independently identify and discuss many themes and conventions.
Use skimming to identify main ideas and topic sentences within paragraphs, highlighting key information.	Explain the meaning of words in more than one context.	Explain how the same word can have different meanings in different contexts, identifying a word and give alternative meaning for it.
Scan a text to identify words or phrases that capture their interest and imagination, begin to explain why.	Use skimming to identify main ideas within a paragraph and begin to summarise.	Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence.
Explore how character descriptions are designed to provoke a response to the character.	Comment on how writers use conventions to engage the reader.	Use skimming and scanning to identify main ideas from more than one paragraph and summarise the content of these.
Identify how rich and powerful language is used in the model text.	Identify techniques writers use to create mood and atmosphere.	Explain about how writers use different techniques to engage the reader.
Explore and discuss how sentence structure and different sentence types create different effects on the reader.	Use scanning to locate key information efficiently, for a purpose.	Identify how features, structure and presentation contribute to meaning in fiction and non-fiction.
Identify persuasive techniques and devices and discuss their impact.	Draw inferences from independent reading using the text to justify responses.	Understand and explain the difference between what is written and what is implied in a text.
	Predict what might happen from both details stated and those implied.	Identify when a writer has used "show not tell techniques" and begin to explain how this impacts on the reader.
	Identify techniques and vocabulary choices to create an impersonal style to writing.	Scan a text to identify language used for comparison and contrast.
KPIs On-track for Greater Depth (GDS)	KPIs On-track for Greater Depth (GDS)	KPIs Greater Depth (GDS)
Discuss how shades of meaning can affect understanding.	Reason about words with reference to relationships between words.	Reason about words, explaining meaning in multiple contexts with reference to shades of meaning.
Explore the origins of words within texts read.	Identify words and phrases with similar meaning.	Identify words and phrases with similar meaning reasoning about the effectiveness.
Demonstrate understanding of figurative language.	Confidently and independently draw inferences from the text and justify opinions with evidence from the text.	Explain and reason about how writers use a range of literary techniques to create specific effects on the reader with reference to vocabulary and grammar.
Explain how descriptive techniques provoke responses.	Explain figurative language making links to other words and phrases.	Reason about the use of figurative language, the purpose of it and the effect it has on the reader.
Discuss and explain how language and vocabulary choices change when there is a change to the audience or form of the writing.	Identify and explain different cohesive and organisational devices in fiction and non-fiction.	Identify and discuss the narrative voice when there is more than one.
	Identify how writers shift between past and present tense and the purpose of this.	Explain the wider features of different genres and explain their purpose.
	Explain how vocabulary choices can impact on the mood, atmosphere and style of writing.	

LAYGATE COMMUNITY SCHOOL READING PROVISION MAP – YEAR 3

QUALITY FIRST TEACHING					INTERVENTION
Guided Reading	Shared Reading (Whole class skills)	Focused Reading Basic Skills	Home reading	Reading for Pleasure	
<p>Following whole school Literacy Spine</p> <p>Shared Reading of Fiction, Non-fiction and Poetry each term (varied diet of genres and authors)</p> <p>Talk 4 Writing strategies used e.g., oral retelling of texts through text maps</p> <p>Variety of reading activities used e.g. DERIC, word of the Day, repeated or echo reading, Readers' Theatre, sequencing, book reviews</p>	<p>Whole class/large group delivery</p> <p>Following John Murray Layered Guided Reading Focusing on fluency, vocabulary and HORS (Higher Order Reading Skills) e.g. deduction and inference</p> <p>Reading Journals used to record supported comprehension (WARM application) and the independent comprehension (COLD application)</p>	<p>Reading Plus to support fluency, vocabulary acquisition & comprehension</p> <p>Independent Reading time DEAR</p> <p>Paired Reading</p> <p>Parents/children encouraged to record entries in home/school diaries</p>	<p>2 home reading books per week (1 free choice & 1 assigned by staff to match children's ability)</p> <p>Parents/children encouraged to record entries in home/school diaries</p> <p>Bookbanded scheme: Badger Banded Books Oxford Treetops</p> <p>Reading Plus Lexia</p>	<p>Daily Read Alouds (storytime) N.B. See Reading Spine</p> <p>Library slot to help develop opportunities to read a wide range of genres</p>	<p>Termly Pupil Progress meetings to agree actions for groups by attainment and vulnerability e.g., girl/boy, FSM/PP, EAL, Asylum Seekers, LAC, SEND, MAT</p> <p>RWInc Phonics e.g. those children who have transitioned still needing phonics, newly arrived EAL pupils or pupils with SEND</p> <p>Small Group Guided Reading with a focus on reciprocal reading</p> <ul style="list-style-type: none"> Scholastic Connectors Rigby Star Navigators Rigby Star <p>1:1 reading IEP Time with an adult Lexia Racing to English e.g. newly arrived EAL pupils Reading Plus Barrington Stoke Readers available</p>
YEAR 3 READING PROGRESSION					
Phonics & Decoding	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.</p>	Word meanings	<p>Using dictionaries to check the meaning of words that they have read.</p>	Authorial intent	<p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Identifying how language structure and presentation contribute to meaning.</p>
Range of reading	<p>Listening to and discussing a wide range of fiction, poetry, play, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p>	Understanding	<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p>	Non-Fiction	Retrieve and record information from non-fiction.
Familiarity with texts	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Identifying themes and conventions in a wide range of books.</p>	Inference	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	Discussing reading	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
Poetry & Performance	<p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume, and action.</p> <p>Recognising some different forms of poetry.</p>	Prediction	<p>Predicting what might happen from details stated and implied.</p>		

YEAR 3 TEXTS & GENRES

LITERACY SPINE TEXTS

AUTUMN			SPRING			SUMMER		
FICTION	NON-FICTION	POETRY	FICTION	NON-FICTION	POETRY	FICTION	NON-FICTION	POETRY
  	 				 		 	
<p>Fables Traditional tales</p> <p>Information Texts & Non-chronological Reports</p> <p>Performance Poetry</p>			<p>Stories in historical settings (link to History Topic)</p> <p>Instructions</p> <p>Performance Poetry</p>			<p>Stories from other cultures</p> <p>Explanations Recounts/Information Texts linked to the Windrush Generation</p> <p>Poetry from other cultures & traditions</p>		
<p>GUIDED READING TEXTS</p> <p>inc. John Murray resources & a selection of texts from Learning Materials Ltd</p>       			<p>PHONICS</p> <p>RWInc Storybooks</p> 			<p>HOME READERS</p>  <p>Pupils assigned either a matched reader assigned from the RWInc. Scheme e.g., Blending Books, Book Bag Books or paper copies of storybooks or a book from a range of 'real' fiction and non-fiction texts (Badger Banded Boxes). Reading Ages used to help inform which band children select from</p> <p>All pupils also have a 'free choice' book from the library or class reading area.</p>		
<p>READING SPINE</p> <p>Storytime & Read Alouds</p>                								

Year 3 Key Performance Indicators for Reading		
Autumn	Spring	Summer
KPIs On-track for Expected Standard (EXS)	KPIs On-track for Expected Standard (EXS)	KPIs Expected Standard (EXS)
Apply the knowledge of morphemes to read aloud and attempt to make sense of the new words.	Apply the knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words.	Apply knowledge of root words, prefixes and suffixes to both read aloud and to understand the meaning of new words.
Use dictionaries to check the meaning of words.	Read further exception words with unusual correspondences between spelling and sound.	Read a range of exception words with confidence, explaining the links between spelling and sounds where these occur in the word.
Identify key words to look for when scanning a text to find information.	Purposefully skim and scan a text to retrieve key information	With some independence can skim and scan to retrieve information from a text.
Infer characters thoughts and feelings.	Use dictionaries to check the meaning of words and explain the meaning of these words in context	Draw inferences from reading with some reference to the text.
Ask questions to improve understanding of the text.	Infer a character's thoughts and feelings and feeling and justify their views.	Understand how writers use figurative and expressive language to create images and atmosphere, describing the effect on the reader.
Read exception words.	Draw a straightforward inference from independent reading beginning to explain thinking and returning to the text to support opinion.	Predict what might happen from details stated and attempt to predict from details implied.
Recognise and discuss key themes and conventions.	Identify language and structural features that create specific effects on the reader.	Identify words and phrases that support additional detail for the reader or provide precise information; discuss the effect of these on the reader.
Use scanning to identify the main purpose of text. Discuss the purpose of dialogue in narratives.	Explain how dialogue is used to support characterisation.	Identify the structure of a story noting how paragraphs are structured to support cohesion.
Identify the narrator's voice.	Identify how writers express a dilemma within a story.	Identify and explain how dialogue is used to create characterisation and move the story on.
Identify different parts of a story structure.	Explain features of non-chronological reports in a specific form e.g., leaflets and consider their purpose.	
Identify causal language and discuss with an appropriate context.		
KPIs On-track for Greater Depth (GDS)	KPIs On-track for Greater Depth (GDS)	KPIs Greater Depth (GDS)
Read aloud accurately and make sense of new words with confidence.	Confidently identify and discuss themes and conventions in texts read.	Confidently draw inferences from independent reading and justify opinions with evidence from the text.
Begin to understand what the writer is implying in a text.	Use dictionaries to check the meaning of words and explain the meaning of these words in multiple contexts.	Justify views about a text using reasoning and explanation skills.
Identify main ideas from more than one paragraph.	Identify author viewpoint with reference to the text.	Justify inferences made about character's thoughts and feelings by referring to and explaining both implicit and explicit information.
Discuss how the sequence of the story is expressed e.g. through conjunctions, adverbs and prepositional phrases.	Predict what might happen from details stated and attempt to predict from details implied.	Identify and reason about distinctive language, structural and presentational features and demonstrate how these help the reader draw meaning from the text or help to structure the text.
Explain and reason about how vocabulary and grammar choices change when the form of the writing is changed with reference to audience and levels of formality.	Discuss and reason about how language is used to capture the reader's interest and create emphasis, humour, atmosphere or suspense.	Identify and explain the viewpoint of the narrator or writer.
Identify wider features within a genre and explain their purpose.	Begin to reason about how language and punctuation help to create specific effects on the reader.	Reason about the effectiveness of persuasive language and persuasive techniques.
	Explain how writers use different types of verbs to describe actions, thoughts and feelings.	
	Identify language of comparison and contrast.	




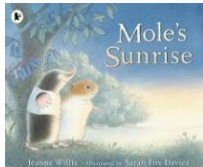


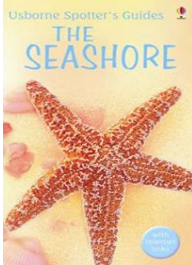

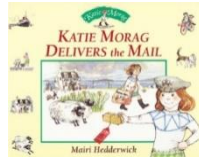




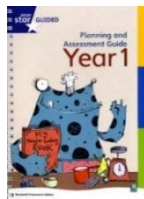
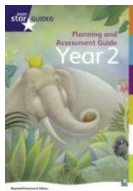



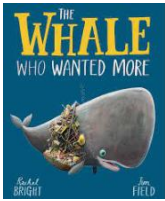
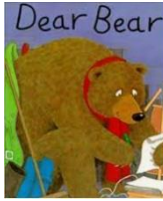
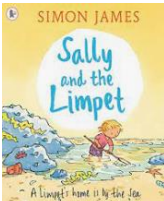
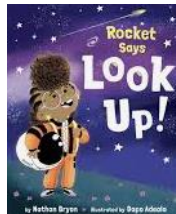
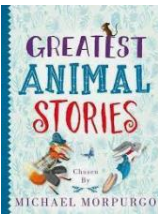
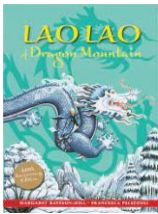
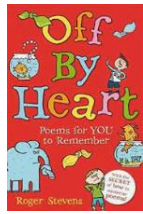

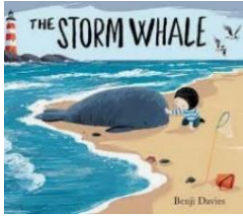

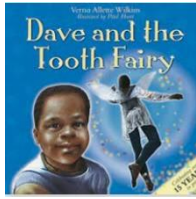
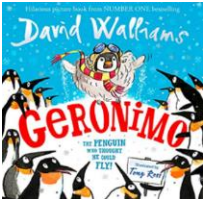
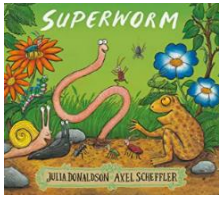
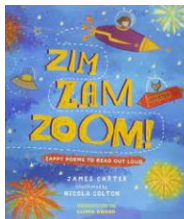
LAYGATE COMMUNITY SCHOOL READING PROVISION MAP – YEAR 2

QUALITY FIRST TEACHING						INTERVENTION
Shared Reading (Whole class skills)	Guided Reading	Phonics	Focused Reading Basic Skills	Home reading	Reading for Pleasure	
<p>Following whole school Literacy Spine N.B. See separate plans</p> <p>Shared Reading of Fiction, Non-fiction and Poetry each term (varied diet of genres and authors)</p> <p>Variety of reading activities used e.g. DERIC, word of the Day, repeated reading, Readers' Theatre, sequencing, book reviews</p>	<p>Rigby Star Guided Reading scheme used to teach small groups 1x per week</p> <p>Focus on applying phonics skills e.g., decoding, fluency</p>	<p>Daily 30-minute session in homogenous ability groups & following the RWInc Phonics Scheme</p> <p>Afternoon RWInc sessions to review skills (10-minute sessions)</p> <p>Assessed, reviewed & regrouping on a half-termly basis</p>	<p>Reading Plus (for those chn who have completed the RWInc Phonics scheme)</p> <p>Reading fluency e.g., echo reading & repeated reading</p> <p>Independent Reading time DEAR</p> <p>Chn encouraged to record entries in home/school diaries</p>	<p>2 home reading books per week (1 free choice & 1 assigned by staff to match children's ability) Parents/children encouraged to record entries in home/school diaries</p> <p>Bookbanded scheme: Badger Banded Boxes</p> <p>Reading Plus Lexia</p>	<p>Daily Read Alouds (storytime)</p> <p>N.B. See Reading Spine</p> <p>Library slot to help develop opportunities to read a wide range of genres</p>	<p>Termly Pupil Progress meetings to agree actions for groups by attainment and vulnerability e.g., girl/boy, FSM/PP, EAL, Asylum Seekers, LAC, SEND, MAT</p> <p>OTO RWInc. sessions for identified pupils e.g. lowest 20%, SEND, EAL</p> <p>Lexia</p> <p>NELI Programme</p> <p>IEP Time</p> <p>OTO Readers</p> <p>More-able pupils follow John Murray Layered Guided Reading Focusing on vocabulary and retrieval/deduction OR Reciprocal Reading using the Scholastic Connectors books</p>
YEAR 2 READING PROGRESSION						
Phonics & Decoding	Secure phonic decoding until reading is fluent. Read accurately by blending, including alternative sounds for graphemes. Read multisyllable words containing these graphemes. Read common suffixes Read exception words, noting unusual correspondences. Read most words quickly & accurately without overt sounding and blending		Word meanings	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Discussing their favourite words and phrases.	Authorial intent	
Range of reading	Listening to, discussing and expressing view about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.		Understanding	Discussing the sequence of events in books and how items of information are related. Drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading.	Non-Fiction	Being introduced to non-fiction books that are structured in different ways.
Familiarity with texts	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Recognising simple recurring literary language in stories and poetry.		Inference	Making inferences on the basis of what is being said and done. Answering and asking questions.	Discussing reading	Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
Poetry & Performance	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.		Prediction	Predicting what might happen on the basis of what has been read so far.		

YEAR 2 TEXTS & GENRES

LITERACY SPINE TEXTS

AUTUMN			SPRING			SUMMER		
FICTION	NON-FICTION	POETRY	FICTION	NON-FICTION	POETRY	FICTION	NON-FICTION	POETRY
 	  		 	 		 	 	
Classic Fiction			Journey Stories & Fantasy Stories			Classic Fiction		
Information texts & Non-chronological reports			Explanation Texts			Recount & Multimodal Texts linked to History study of Florence Nightingale		
Classic Poetry			Poetry with a message			Poetry on a theme (sea creatures)		
GUIDED READING TEXTS	 		PHONICS RWInc Storybooks			HOME READERS		
	Matched reader assigned from RWInc. Scheme e.g., Blending Books, Book Bag Books or paper copies of storybooks & a free choice book from a range of 'real' fiction and non-fiction texts (Badger Banded Boxes) from the KS1 Library area Reading Ages used to help inform which band children select from							
READING SPINE Storytime & Read Alouds	               							

YEAR 1/2 TEXTS & GENRES								
LITERACY SPINE TEXTS								
AUTUMN			SPRING			SUMMER		
FICTION	NON-FICTION	POETRY	FICTION	NON-FICTION	POETRY	FICTION	NON-FICTION	POETRY
 STORY AND PICTURES BY MAURICE SENDAK 		 				 	 	
Classic Fiction Instructions linked to Traditional Tales (recipe for gingerbread) Classic Poetry			Journey Stories & Fantasy Stories Information Texts – Rockpool Creatures Performance Poetry			Classic Fiction Information Texts/Persuasive Texts (Simple Adverts/Travel Posters, Wanted/Missing Posters) Traditional Poetry/Performance Poetry linked to class text (sea shanties)		
GUIDED READING TEXTS			PHONICS RWInc Storybooks			HOME READERS		
  						 Matched reader assigned from RWInc. Scheme e.g., Blending Books, Book Bag Books or paper copies of storybooks & a free choice book from a range of 'real' fiction and non-fiction texts (Badger Banded Boxes) from the KS1 Library area Reading Ages used to help inform which band children select from		
READING SPINE Storytime & Read Alouds			             					

Year 2 Key Performance Indicators for Reading		
Autumn	Spring	Summer
KPIs On-track for Expected Standard (EXS)	KPIs On-track for Expected Standard (EXS)	KPIs Expected Standard (EXS)
Read turquoise banded books with 90% accuracy without overt sounding out.	Read purple / gold banded books with 90% accuracy without overt sounding out.	Read Gold + banded books with 90% accuracy without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words.
Recall a story structured into 3 parts with detail and story language.	Independently recount the main events in the stories covered over the term.	Read accurately most words of two or more syllables
Find information from research and take simple notes.	Identify key features of instructional texts.	Sound out most unfamiliar words accurately, without undue hesitation.
Identify similarities and differences between fiction and non-fiction; understand that non-fiction texts are structured in different ways	Identify key features of recount texts.	Read most words containing common suffixes.
In a book closely matched to the GPCs taught, sound out many unfamiliar words accurately.	Read most common exception words.	Read most common exception words.
Read accurately words of two or more syllables that contain the same GPCs as those taught.	Read most words containing common suffixes.	Answer questions and make some inferences.
Answer questions on what has been read in discussion with the teacher and make simple inferences.	Comment on language choices and the effect on the reader.	Explain what has happened so far in what they have read.
Identify some words and phrases they like and begin to say why.	With scaffolding and prompts comment on the effect of different sentence types and punctuation.	Identify and explain features of persuasive texts and recounts.
Use personal experience to connect with texts	Discuss their favourite words and phrases and give reasons for their choice.	
Begin to comment on language choices.	Predict what might happen with responses aligned closely to the story characters, plot and language read.	
Work out meanings of new vocabulary from context.	Work out meanings of some new vocabulary from context and knowledge.	
	Make plausible inferences based on a single point of reference in the text.	
	Recognise patterns of literary language.	
KPIs On-track for Greater Depth (GDS)	KPIs On-track for Greater Depth (GDS)	KPIs Greater Depth (GDS)
Discuss favourite words and phrases and give reasons for the choice.	Independently identify key features of instructional texts and different forms of recount texts and explain the purpose of the features.	Confidently, accurately and fluently read Gold+ books.
Predict what might happen with responses linked closely to the story characters, plot and language read so far.	Recognise when reading does not make sense and self-correct without undue hesitation	Use knowledge of phonics and morphology effectively to read challenging, unfamiliar words.
Explain how non-fiction books are used.	Demonstrate understanding of what they have read by inferring and confidently and accurately drawing on what they already know or on background information and vocabulary provided by the teacher.	Uses effectively intonation and expression to reflect the comprehension of what is read.
Can independently identify key features and use these to help find information.	Use evidence including quotations from or references to text	Read independently and make inferences from the text.
In a book they can read independently explain what has happened so far, answer questions and make simple inferences.	Comment and explain the effect of different sentence types and punctuation on the reader.	Make a plausible prediction about what might happen based on what has been read so far.
	Comment on language choices, reasoning about their use.	Make links between the book they are reading and other books they have read, drawing on themes, characters and events to illustrate comparisons.
	Show some awareness that writers have viewpoints.	Demonstrates breadth and depth to vocabulary.
		Reason about what is read including grammar and vocabulary choices describing the impact on the reader.

LAYGATE COMMUNITY SCHOOL READING PROVISION MAP – YEAR 1

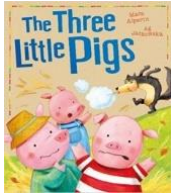


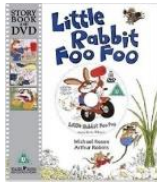
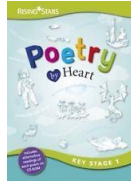
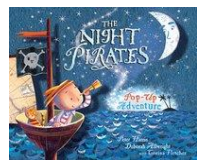

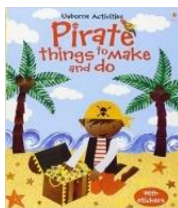
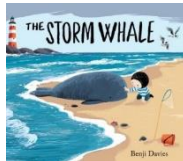


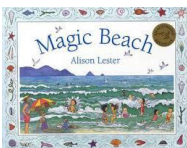
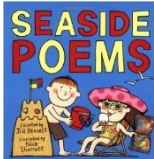


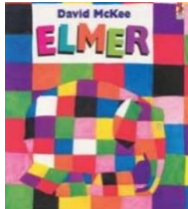
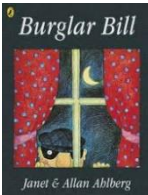


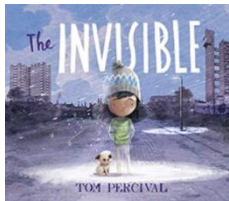
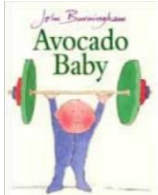
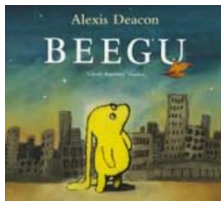


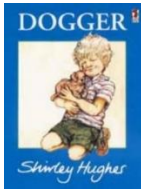
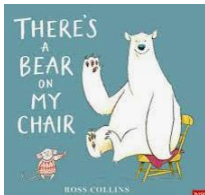
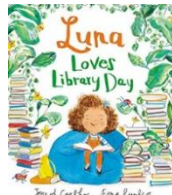

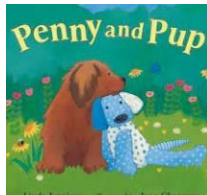
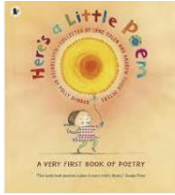
Shared Reading (Whole class skills)	Guided Reading	Phonics	Focused Reading Basic Skills	Home reading	Reading for Pleasure	INTERVENTION
<p>Following whole school Literacy Spine N.B. See separate plans</p> <p>Shared Reading of Fiction, Non-fiction and Poetry each term (varied diet of genres and authors)</p> <p>Variety of reading activities used e.g. DERIC, word of the Day, repeated reading, Readers' Theatre, sequencing, book reviews</p>	<p>Rigby Star Guided Reading scheme used to teach small groups 1x per week</p> <p>Focus on applying phonics skills e.g., decoding, fluency before moving onto basic retrieval</p>	<p>Daily 30-minute session in homogenous ability groups & following the RWInc Phonics Scheme</p> <p>Afternoon RWInc sessions to review skills (10-minute sessions)</p> <p>Assessed, reviewed & regrouping on a half-termly basis</p>	<p>Reading Plus (for those chn who have completed the RWInc Phonics scheme)</p> <p>Reading fluency e.g., echo reading & repeated reading</p> <p>Independent Reading time DEAR</p> <p>Parents/children encouraged to record entries in home/school diaries</p>	<p>2 home reading books per week (1 free choice & 1 assigned by staff to match chn's ability) Parents/children encouraged to record entries in home/school diaries</p> <p>Bookbanded scheme: Badger Banded Boxes</p> <p>Reading Plus Lexia</p>	<p>Daily Read Alouds (storytime)</p> <p>N.B. See Reading Spine</p> <p>Library slot to help develop opportunities to read a wide range of genres</p>	<p>Termly Pupil Progress meetings to agree actions for groups by attainment and vulnerability e.g., girl/boy, FSM/PP, EAL, Asylum Seekers, LAC, SEND, MAT</p> <p>OTO RWInc sessions for identified pupils e.g. lowest 20%, SEND, EAL</p> <p>Lexia</p> <p>NELI Programme</p> <p>IEP Time</p> <p>OTO Readers</p>

YEAR 1 READING PROGRESSION

Phonics & Decoding	<p>Apply phonic knowledge to decode words. Speedily read all 40+ letters/groups for 40+ phonemes. Read accurately by blending taught GPCs. Read common exception words. Read common suffixes (-s, -es, -ing, -ed) Read multisyllable words containing taught GPCs. Read contractions and understanding use of apostrophe. Read aloud phonically-decodable texts.</p>	Word meanings	<p>Discussing word meanings, linking new meanings to those already known.</p>	Authorial intent	
Range of reading	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Being encouraged to link what they read or hear read to their own experience.</p>	Understanding	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p>	Non-Fiction	<p>Being introduced to non-fiction books.</p>
Familiarity with texts	<p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Recognising and joining in with predictable phrases.</p>	Inference	<p>Discussing the significance of the title and events.</p> <p>Making inferences on the basis of what is being said and done.</p>	Discussing reading	<p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p>
Poetry & Performance	<p>Learning to appreciate rhymes and poems, and to recite some by heart.</p>	Prediction	<p>Predicting what might happen on the basis of what has been read so far.</p>		

YEAR 1 TEXTS & GENRES

LITERACY SPINE TEXTS

AUTUMN			SPRING			SUMMER		
FICTION	NON-FICTION	POETRY	FICTION	NON-FICTION	POETRY	FICTION	NON-FICTION	POETRY
 		 	 				  	 
Traditional Tales Instructions (Making a Christingle) Rhyme and patterned stories			Adventure stories Instructions & Information Texts Performance Poetry			Modern fiction Recount linked to Souter Lighthouse visit & multi-modal text linked to study of Grace Darling Poetry on a seaside theme (anthology)		
GUIDED READING TEXTS			PHONICS RWInc Storybooks		HOME READERS  Matched reader assigned from RWInc. Scheme e.g., Blending Books, Book Bag Books or paper copies of storybooks & a free choice book from a range of 'real' fiction and non-fiction texts (Badger Banded Boxes) from the KS1 Library area Reading Ages used to help inform which band children select from			
READING SPINE Storytime & Read Alouds			               					

Year 1 Key Performance Indicators for Reading		
Autumn	Spring	Summer
KPIs On-track for Expected Standard (EXS)	KPIs On-track for Expected Standard (EXS)	KPIs Expected Standard (EXS)
Read yellow banded books with 90% accuracy without overt sounding out.	Read purple / gold banded books with 90% accuracy without overt sounding out.	Read Gold + banded books with 90% accuracy without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words.
Automatic recognition of high frequency words taught so far.	Independently recount the main events in the stories covered over the term.	Read accurately most words of two or more syllables
Use phase 2, phase 3 and phase 4 phonic knowledge to read words in ways which match their spoken sounds.	Identify key features of instructional texts.	Sound out most unfamiliar words accurately, without undue hesitation.
Makes phonetically plausible attempts to read words that have not been learnt.	Identify key features of recount texts.	Read most words containing common suffixes.
Begin to divide words into syllables to read.	Read most common exception words.	Read most common exception words.
Identify predictable and repeated phrases in reading and role-play.	Read most words containing common suffixes.	Answer questions and make some inferences.
Read sentences taking account of simple punctuation e.g., full stops.	Comment on language choices and the effect on the reader.	Explain what has happened so far in what they have read.
Retrieve basic information about a character using pictures and simple language.	With scaffolding and prompts comment on the effect of different sentence types and punctuation.	Identify and explain features of persuasive texts and recounts.
Recall basic features of stories.	Discuss their favourite words and phrases and give reasons for their choice.	
Check that the text makes sense as they read e.g., self- correction.	Predict what might happen with responses aligned closely to the story characters, plot and language read.	
Discuss word meanings, linking new meanings to those already known.	Work out meanings of some new vocabulary from context and knowledge.	
Read and follow simple instructions in order.	Make plausible inferences based on a single point of reference in the text.	
	Recognise patterns of literary language.	
KPIs On-track for Greater Depth (GDS)	KPIs On-track for Greater Depth (GDS)	KPIs Greater Depth (GDS)
Read blue banded books with 90% accuracy	Independently identify key features of instructional texts and different forms of recount texts and explain the purpose of the features.	Confidently, accurately and fluently read Gold+ books.
Recall key events using words like <i>first, next, after, when</i> .	Recognise when reading does not make sense and self-correct without undue hesitation	Use knowledge of phonics and morphology effectively to read challenging, unfamiliar words.
Read sentences using awareness of punctuation such as question marks and exclamation marks.	Demonstrate understanding of what they have read by inferring and confidently and accurately drawing on what they already know or on background information and vocabulary provided by the teacher.	Uses effectively intonation and expression to reflect the comprehension of what is read.
Make simple connections between texts <i>e.g. "This is like a traditional tale because there's an evil witch/a bad wolf"</i> .	Use evidence including quotations from or references to text	Read independently and make inferences from the text.
Read common words with contractions and show some awareness of the use of the apostrophe to represent letters.	Comment and explain the effect of different sentence types and punctuation on the reader.	Make a plausible prediction about what might happen based on what has been read so far.
Read most multi-syllable words containing taught GPCs at Phase 4.	Comment on language choices, reasoning about their use.	Make links between the book they are reading and other books they have read, drawing on themes, characters and events to illustrate comparisons.
Make suggestions about what will happen next in the story based on what has happened so far.	Show some awareness that writers have viewpoints.	Demonstrates breadth and depth to vocabulary.
		Reason about what is read including grammar and vocabulary choices describing the impact on the reader.

LAYGATE COMMUNITY SCHOOL READING PROVISION MAP – EYFS

QUALITY FIRST TEACHING						INTERVENTION
Shared Reading (Whole class skills)	Guided Reading	Phonics	Continuous Provision	Home reading	Reading for Pleasure	
<p>Following whole school Literacy Spine N.B. See separate plans</p> <p>Shared Reading of Fiction, Non-fiction and Poetry each term (varied diet of genres and authors)</p>	<p>Reception children: When confident with Phonics skills, the Rigby Star Guided Reading scheme is used to teach small groups 1x per week (by the Summer Term)</p> <p>Focus on applying phonics skills e.g., decoding, fluency</p>	<p>Daily 30-minute session in homogenous ability groups & following the RWInc Phonics Scheme</p> <p>Once children gain stamina, begin afternoon RWInc sessions to review skills (10-minute sessions)</p> <p>Assessed, reviewed & regrouping on a half-termly basis</p>	<p>Variety of books and print is made available in both the indoor and outdoor areas</p> <p>Texts to reflect both topics covered and the children's interests</p>	<p>2 home reading books per week (1 free choice & 1 assigned by staff to match chn's ability) Parents/children encouraged to record entries in home/school diaries</p> <p>Bookbanded scheme: Badger Banded Boxes Big Cat Collins wordless texts (Lilac/Pink bands) RWInc Blending books and Ditty books</p>	<p>Daily Read Alouds (storytime)</p> <p>N.B. See Reading Spine</p> <p>Library slot to help develop opportunities to read a wide range of genres</p>	<p>Termly Pupil Progress meetings to agree actions for groups by attainment and vulnerability e.g., girl/boy, FSM/PP, EAL, Asylum Seekers, LAC, SEND, MAT</p> <p>OTO RWInc sessions for identified pupils e.g. lowest 20%, SEND, EAL</p> <p>NELI Programme</p> <p>BLAST</p> <p>Time to Talk group/EAL intervention group</p> <p>IEP Time</p> <p>OTO Readers</p>

NURSERY & RECEPTION READING PROGRESSION	
Communication & Language	Literacy
<p>Three and Four-Year-Olds</p> <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh; multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” 	<p>Three and Four-Year-Olds</p> <ul style="list-style-type: none"> Understand the five key concepts about print: print has meaning; print can have different purposes; we read English text from left to right and from top to bottom; the names of the different parts of a book; page sequencing Develop their phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word; recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary.
<p>Reception</p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. 	<p>Reception</p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Re-read what they have written to check that it makes sense.

<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	
Communication & Language	Literacy
ELG Listening, attention & understanding <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	ELG Word Reading <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words Comprehension <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Expressive Arts & Design	Understanding of the World
Three and Four-Year-Olds <ul style="list-style-type: none"> • Remember and sing entire songs. • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. 	Three and Four-Year-Olds <ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary.
Reception <ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. 	Reception <ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past.
Creating with materials <ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories. Being imaginative and expressive <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music 	Past and Present Understand the past through settings, characters and events encountered in books read in class and storytelling.

RECEPTION TEXTS & GENRES

LITERACY SPINE TEXTS

AUTUMN

SPRING

SUMMER

FICTION

NON-FICTION

POETRY

FICTION

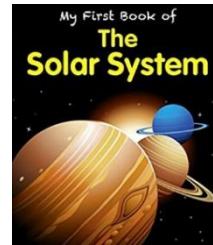
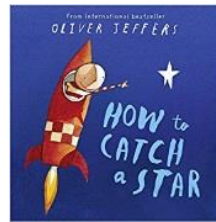
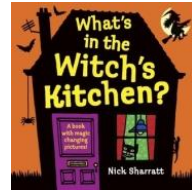
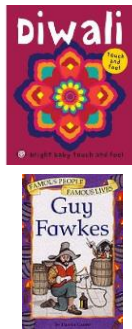
NON-FICTION

POETRY

FICTION

NON-FICTION

POETRY

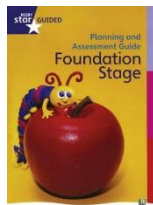


To listen to a story.
Sequence events from a book.
Recall different characters from the story and the sequential part in which they appear.
To name objects in a book from looking at the illustrations
Using rhyming words in simple sentences both oral and written.

To recall facts with more detail
To sequence events from a book
To recall different characters from the story and the sequential part in which they appear.
Use phonetic attempts to read words and simple sentences.
To identify features of non-fiction texts.
Creating our own simple non-fiction books.
Use instructions from a non-fiction book to make an object.
To use oral descriptive language.
Identifying rhyming words

To predict what happens next.
To invent an alternative ending.
Recalling facts from a book.
Identifying features of non-fiction texts
Creating our own simple non-fiction books.
Use instructions from a non-fiction book to make an object.
Identifying rhyming words, identifying places, people or objects from riddles.
Composing our own poems.

GUIDED READING TEXTS



PHONICS RWInc Storybooks



HOME READERS



Matched reader assigned from RWInc. Scheme e.g., Blending Books, Book Bag Books or paper copies of storybooks & a free choice book from a range of 'real' fiction and non-fiction texts (Badger Banded Boxes) from the KS1 Library area
When available, Reading Ages used to help inform which band children select from

READING SPINE Storytime & Read Alouds



NURSERY TEXTS & GENRES

LITERACY SPINE TEXTS

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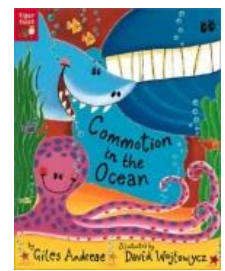
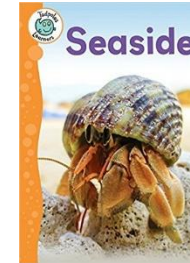
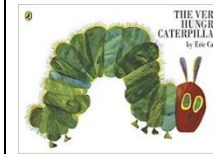
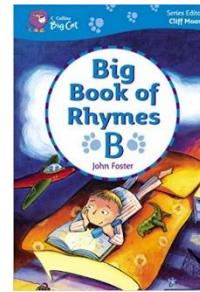
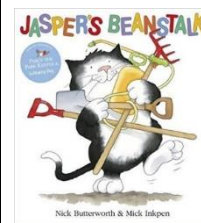
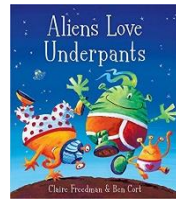
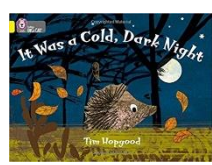
NON-FICTION

POETRY

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NON-FICTION

POETRY



To listen to a story.
To retell part of a story.
To recall the main character of a story.
To name objects in a book from looking at the illustrations
To use oral descriptive language
To be able to hold a book and turn the pages appropriately.

To be able to recall a story.
To identify how a character is feeling in a story.
To recall a story in sequence.
To orally predict what might happen next.
To talk about how the characters are feeling.
To identify factual information from pictures.
To identify features of a non-fiction text e.g. numbers on pages, contents.
To identify rhyming words
To sequence events.

EARLY READING SKILLS/HOME READERS (WORDLESS PICTURE BOOKS)



READING SPINE Storytime & Read Alouds

