



Shortlanesend School Reading Progression Policy

2023

Our vision

At Shortlanesend School, reading is at the heart of our learning.

'Ensuring every child has the necessary skills they need to read is an essential component of literacy education. It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future.' (EEF, 2022).

We want our children to share our love of reading and embed the necessary skills of decoding, fluency, vocabulary knowledge and understanding of books. Reading is encompassed in all aspects of children's lives and it is our responsibility as educators to introduce a life-long love of literature. Across Shortlanesend School, we use a range of approaches to our reading, including RWI Phonics, Accelerated Reader and VIPERS.

We want to inspire children to love reading – for both for gaining knowledge and information and for pleasure.

Our Reading Journey

The ability to read, sustain focus and comprehend the words is not a short-term process or commitment. Reading itself is a skill that takes years of high quality phonetic teaching, a broad vocabulary and good comprehension skills to master.

1. Phonetic knowledge

From Nursery the children start to develop their phonic awareness and love of books. We follow the RWI Phonics scheme.



RWI Phonics is taught every morning for 45 minutes. The children are taught in groups which are assessed every half term.

The following table outlines where the children should be at the end of each term.

	End of Autumn half term	End of Autumn term	End of Spring half term	End of Spring term	End of Summer half term	End of Summer term
Reception	Group B More than 16 set one sounds	Group C Blending sounds into words orally	Ditty books	Red books	Green	Green/purple
Year 1	Green/purple	Pink	Orange	Yellow	Yellow	Blue
Year 2	Blue	Grey	Grey	Reading Comprehension group	Reading Comprehension group	Reading Comprehension group

Children take home a book bag book and a paper copy of the book they have read in school to practise their phonic knowledge at home. This is changed every three days.



Interventions take place with children who are assessed and found to be below age related expectations.

EYFS and Nursery

In the EYFS, we ensure children develop a love of reading by having an inviting library space where children have a dedicated timetables slot to change their books to share at home every week.

Inside the classroom, we have reading areas for both Nursery and Reception where we display our reading spine books for each half term, as well as having access to a variety of other non-fiction and fiction reading books to choose from during the day.

We are constantly reading stories to the children throughout the day. Which helps them to build up their vocabulary.

Each area of learning displays books relevant to the half termly topics. For example, in our construction area, there may be a book about farming in Autumn 1 linked to our understanding of the world, people that help us and "All about me" topic.

As well as sharing our reading spine with parents on our long-term planning on our website, we send children home each half term with a nursery rhyme booklet of "A Rhyme a Week" nursery rhymes that we focus on in class each week.

Each Friday a child gets to take home our special reading buddy mascot, a book and a hot chocolate to share with their parent or carer. We also invite parents in every half term to share a story with their child in class.

Year 1 Phonics Screening



During Year 1 the children are also assessed by the Phonics Screening Check. These take place during June.

Fresh Start

To ensure pupils in KS2 continue to address any gaps in their phonetic knowledge and to develop fluency they are assessed using RWI Freshstart. From this, data is collected and children are placed in Fresh Start groupings based on their reading levels.

Fresh Start is divided into eight modules which are:

Introductory
Module 1-5
Module 6-10
Module 11-15
Module 16-20
Module 21-25
Module 26-30
Module 31-33

Children attend Fresh Start daily and remain in the same group for a half term, moving up through the modules. At the end of each half term, children will be reassessed and module groups will be reorganised to ensure that children are making progress through the Fresh Start program.

2. Fluency

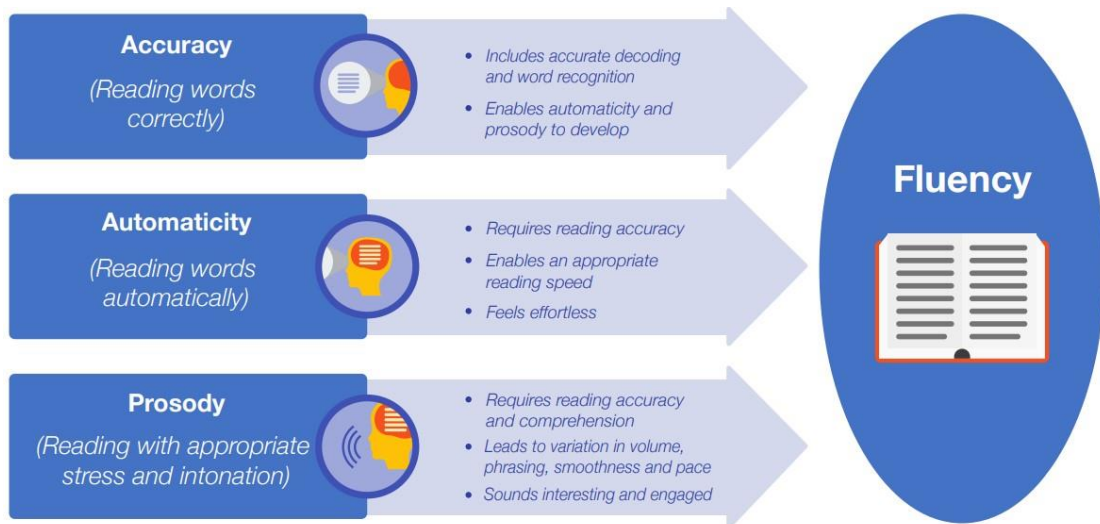
'Once children have learnt to read, the continuing challenge for teachers is to help them become engaged, enthusiastic and fluent readers who understand the pleasures and usefulness of reading, and who choose to read beyond the demands of the curriculum' (Cremin, 2022).

Throughout our learning, we provide our children with countless opportunities to develop on their reading fluency. Fluent readers are able to read at an appropriate speed without hesitation alongside using suitable intonation. However, fluency is not solely the speed and tone in reading, but the comprehension of the text too – without this level of understanding, a child is unable to be a fluent reader.

'Fluency is sometimes described as a bridge from word recognition to comprehension' (EEF, 2021).

Fluency is not something that can be developed quickly; reading fluency is intertwined within various aspects of learning and explicitly taught and practised.

- We provide opportunities to read for all children regularly. Each class has a weekly list to record readers. These are tiered, with the children identified as the lowest readers targeted for daily reading to ensure that their development is effectively supported. Our Pupil Premium and SEND children are acknowledged and targeted for reading frequently too.
- When addressing spelling misconceptions, our teachers and support staff highlight spelling errors using their phonics skills and use this rationale to encourage the correct spelling of trickier words. Each classroom has a RWI phonetical sound poster displayed for children to reflect on and adults to direct them to.
- Our library has been revamped, new books purchased and fiction books sorted into genres. The children can choose library books to take home to enjoy.
- Once the children have completed RWI Phonics they move onto the Accelerated Reader (AR) scheme. This program ensures that every child can have a choice and personal interest in what they read whilst reading a book that is at their appropriate reading level. AR book levels are tracked half termly and are reviewed by the teacher to ensure that all children are making progress. Star Assessments take place at the end of every term. These are given to parents in December and July to keep them informed of their child's progress.
- Each day, in KS2, a session of reading is delivered in the form of VIPERS. Part of these sessions include the children listening to reading, to hear teachers modelling effective intonation and expression. The children enjoy reading as a group and sharing thoughts and opinions.
- Each class has a daily story time session where a class book or picture book is shared. The class books can be chosen to reflect on the half termly topic area or on the interests of the class. Class books are read daily with an emphasis once again on expression, excitement in the plot, speech and vocabulary.
- Throughout any subject area, adults strive to share their love of reading and when reading out loud, the written word is spoken clearly, articulately and with conviction.
- Home school reading is continually promoted. In school reading rewards are given out to heighten the profile of reading at home. Each class has a Story Time session every term where parents/ carers are invited into the classroom to enjoy a book with their child. Home school reading books are used to communicate reading at home and in school.



Improving Literacy in Key Stage Two (EEF, 2021)

Accelerated Reader

Accelerated Reader begins in Year 2, once the children have completed the RWI Phonics scheme.

Once children have read the book, they need to complete a book quiz and record their result in their reading record. A score of 60% or higher is a pass and the words are added to the word total. Certificates are given out each term to celebrate how many words have been read.



Star Reading assessments are kept in the class reading folder along with tracking sheets for book levels and scaled scores.

The lowest 20% readers are identified by the class teacher so that they can be targeted for daily individual reading.

3. Vocabulary

We believe that vocabulary should run through all areas of learning to enable children to draw meaning from words that they recognise and deepen their understanding of texts. Strong vocabulary awareness is imperative to being a successful reader. We seize any and every opportunity to 'squeeze vocabulary' into the school day so that unfamiliar words are immersed into daily life and absorbed.

How do we immerse, internalise and celebrate vocabulary?

1. Every VIPERS sessions looks at new vocabulary. Specific words are chosen each day to ensure that the children are understanding what they are reading.
2. Vocabulary is deeply rooted in all lesson structures and displayed in all classrooms. We encourage children to use a richness of vocabulary across all of their learning.
3. Vocabulary is explicitly taught within our subject areas and taught within context. Children are actively encouraged to explore and discuss words. They use new vocabulary in sentences to show meaning. Words are revisited during the day or in subsequent lessons.

4. Reading Comprehension

Reading comprehension is the ability to read text, process it and understand its meaning. It relies on two, interconnected abilities: word reading (being able to decode the symbols on the page) and language comprehension (being able

to understand the meaning of the words and sentences). (Zimmerman and Hutchins, 2003).

The purpose behind reading is to enjoy, learn and understand new things. Comprehension of reading draws upon knowledge of decoding, vocabulary, fluency and collates it all together. By doing this, we are extracting meaning from the words and engaging with what is being portrayed to us. Successful reading comprehension is evident when a reader is unpicking the story through asking and answering questions. We want our children to be able to recall texts and discuss moments of enjoyment, wonder and curiosity.

We teach and improve our comprehension and break it down into attainable steps through VIPERS. These are vocabulary, inference, predict, explain, retrieve and summarise. Children in all year groups (3, 4, 5 and 6) access daily Vipers lessons. However, alongside of Vipers, we offer Fresh Start RWI intervention to support those needed with their sounds, fluency and word understanding yet with comprehension built in. Within Vipers and Fresh Start, the skills of reading comprehension are modelled daily by class teachers and support staff. Children are constantly shown how to decipher meaning from the text with the Vipers skills.

VIPERS 

Our Vipers lessons reflect the structure below:

(Approximate times)	<p><u>Introduce the reading skill(s) being taught this lesson.</u> Ensure the children know which skill is being taught before reading begins. Display the reading skill on the board.</p>
5 minutes	<p><u>Vocabulary focus</u> Choose 2 words each day from the section that is to be read. All read the word together and share the definition to ensure that the children understand the words before reading. These words can be displayed on your VIPERS class wall each day.</p>
15 minutes	<p><u>Shared Reading</u> Teacher led, modelled fluent reading. Repeated Reading- reread the text using a fluency strategy.</p>

	Aim to read about 4-6 pages each day but this depends on your class and the age of the children.
10 minutes	<u>VIPERS Questions</u> Teachers to choose an area to focus on, dependent on the text. These can be verbal and written.

Over the course of the year the children will read a variety of high quality texts. These are chosen to expand knowledge of other subject areas, such as World War II or can be chosen to reflect the current interests of the class.

The books are planned out on the VIPERS long term plan.

KS1 VIPERS

VIPERS are introduced in EYFS and Year 1 through whole class work. Books are enjoyed and then the VIPERS reading skills are introduced and recorded in a class book.


Year 2 have a VIPERS session once a week and record their learning in their reading journals.

Each session includes a vocabulary focus.

VIPERS Heading	Content Domain Description
Inference	Make inference from the text/ explain and justify using evidence from the text.
Predict	Predict what might happen from the details stated and implied.

Explain	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text.
Retrieve	Retrieve and record key information/key details from fiction and non-fiction.
Summarise	Summarise main ideas from more than one paragraph.
KS1 Sequence	Sequencing events from a text.

Planning and questions example for VIPERS

<hr/> Year 3 LO- I am learning to retrieve and record information including all relevant details	
 The Lion, the Witch and the Wardrobe Chapter 8 (86- 90)	
R	<ol style="list-style-type: none"> 1. Who has taken Mr <u>Tumnus</u>? 2. Why is the witches' house full of statues? 3. Who is Aslan? 4. According to the rhyme on page 88, what will happen when Aslan shakes his mane? 5. Where do the children need to meet Aslan?

Answer structures -

Children should use a combination of answer structures when responding to the Vipers questions. There are some sentence structures to use as a guide or prompt.

An example of an adjective used is...

The colour of her hat was....

I think that... because...

I believe this... as...

The girl was feeling...

VIPERS- question guides are added to the reading record books to support parents with questioning at home.

Our Reading Spine

At Shortlanesend School we want our children to be exposed to a wide variety of texts and experience books written by many different authors. To achieve this we are creating our Reading Spine. We recognise the importance of links between learning and therefore are choosing books that will link with other subject areas. This will encourage fluid use of vocabulary across their learning and deepen knowledge.

Book Presentation and Marking

Children are encouraged to maintain high levels of presentation through handwriting, use of sub-headings and clear use of answer structures. Teachers are expected to check that children are correctly responding to Vipers through regular book looks. Books are marked with the children during the lessons as much as possible to ensure that verbal feedback is used as often as possible to tackle misconceptions as they occur. All staff mark with green pens. vf- is recorded in the books to show when verbal feedback has been given.

Reading Rewards

Reading at home

To encourage reading at home we have a special tub full of prizes, kept by Mr Wilson's office. For every 25 reads at home the children are allowed to choose a prize. These are given out in class to celebrate reading at home.



Word Certificates

Each term the children on AR will receive a Word Certificate showing how many words they have read during that term.



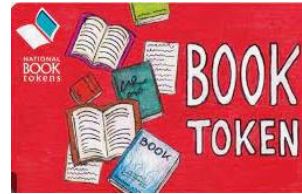
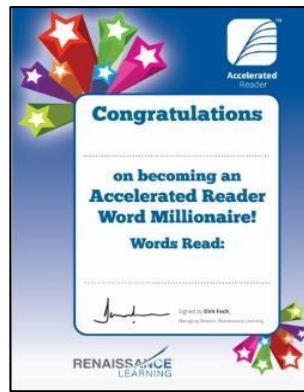
Reading Reward Certificate

Teachers will choose on child a week to receive a Reading Reward certificate to celebrate success in reading. These are given out during Friday's reward assembly.



Accelerated Reader – Millionaire's Club

When a child has read a million words they receive a special Word Millionaire certificate in assembly. They are also given a prize of a £10.00 book voucher. Additionally, they will be celebrated in the school newsletter that week and their photo added to the Reading Millionaires display in the school hall. This is an illustrious target and a strong achievement for children to reach.



Reading Environments

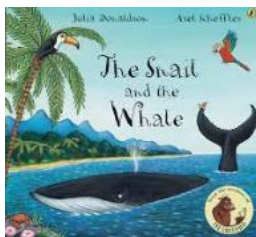
End of the day book

Each class has a story time at the end of the day. These can be picture books in KS1 and longer chapter books in KS2. These are chosen by the teacher to match the interests and enthusiasm of the class.

EYFS and Nursery have a voting system where the children choose the book they would like to hear.

KS1 Story Assembly

This takes place once a week and the teacher enthusiastically shares a story with the children and the book is discussed. Also, Mr Wilson's Monday assemblies are story led.



Classroom Environment

Classrooms should reflect positivity towards reading. Books do not need to be limited to a reading corner but can be linked to other areas around the room.

Nursery and receptions have appropriate books in each of their areas, Questions around reading should be visible and children should feel that reading is a core importance in their learning. Displays within the classroom

could demonstrate favourite books, vocabulary learnt or a range of genres that have been read over the year.

Library

The library is a welcoming, organised and positive place for children to discover new books. Children should be encouraged to keep the area tidy with shelves and seating and to visit with the supervision of a class adult. Year 6 library monitors take responsibly for retuning books and keeping the library tidy.

As part of our school ethos, children are encouraged to show respect for their library, and all take a part in maintaining the care of books. We strive to teach all children to treat it with respect, care and enjoyment.

Reading Results SATs 2023 Shortlanesend School

At the end of Key Stage 2 –

83.3% of our children achieved the expected standard.

Nationally 72.6% of year 6 children achieved the expected standard.

22.2% of our children achieved GDS in reading.

Reading Results SATs 2022 Shortlanesend School

At the end of Key Stage 2 –

72% of our children achieved the expected standard.

Nationally 74% of year 6 children achieved the expected standard.

32% of our children achieved GDS in reading.

Our Approach

- Experienced staff who are keen and avid readers. The reading for pleasure view is enthused throughout the school and continually being embedded across all year groups and daily school life and routine.

- Reading begins with daily RWI Phonics sessions. RWI assessments take place half termly and the children are grouped accordingly.
- Class VIPER texts are linked to other subject areas.
- AR used from Year 2 upwards once RWI Phonics has been completed and termly star reading assessments take place.
- Lowest readers are identified and are targeted within the class.
- Termly headstart reading assessments take place, for those on AR. These are used to identify any children that might need additional reading interventions.
- Reading reward schemes used: Prizes for reading at home, Millionaires Club, Reading Reward and Word Count Certificates.
- Reading skills progression overview identified and used by all KS2 teachers when planning Vipers questions and sessions.

Reading Next Steps

- Creating a VIPERS Reading Spine for September 2023 to link to the new class structure and curriculum plans.
- Ensure that all classrooms have a reading area that is inviting and showcase a range of good quality texts.
- Scan the library books so that they also show the AR level, to support children's book choices.
- Continual encouragement of reading at home.
- Continued reading for pleasure culture to be fluid across the school.
- Lowest readers and class readers to be heard as frequently as possible, depending on staffing.
- Vipers class sets to be purchased to ensure coverage of a wide range of genres.



Shortlanesend School
Reading Skills Progression Overview



Reading planning through VIPERS should reflect to these skills identified per year group. These have been taken and adapted from the National Curriculum (2014) to create a guide for teachers to reflect upon when creating questions for each element of VIPERS – Vocabulary, Inference, Predict, Explain, Retrieve and Summarise. Questions should be written around these curriculum strands to allow for progression through the autumn, spring and summer term for each year group.

Underneath each section of Vipers are ideas to enable a breadth of reading genres to be embedded in VIPERS planning. The texts chosen each half term should reflect the learning in other subject areas and include a range of genres.

Year 3

	Autumn Term	Spring Term	Summer Term
V Vocabulary	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>I check understanding in any book or text that I read.</p> <p>I know that there will be unfamiliar words in a text and I can identify them.</p>	<p>To discuss authors' choice of words and phrases for effect.</p> <p>To use dictionaries to check the meanings of words.</p> <p>I ask questions to ensure understanding of the text.</p>	<p>I can discuss words and phrases that capture the reader's interest and imagination.</p> <p>I can understand that the vocabulary used gives an idea of the type of text.</p>
I Inference	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p>	<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>I know that the layout and organisation of a book helps me to understand it</p>
P Predict	<p>To discuss predictions and make simple sentence recordings.</p>	<p>To justify predictions using evidence from the text.</p>	<p>To predict what might happen from details stated and implied.</p>

E Explain	To use appropriate terminology when discussing texts (plot, character, setting).	To identify how language, structure, and presentation contribute to meaning	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
R Retrieve	To retrieve information from a text.	To retrieve and record information from a text.	To retrieve and record information including all relevant details.
S Summarise	I can discuss and write down a short summary of a text, using one or two sentences. 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.	To identify main ideas from a paragraph and summarise in a few sentences.	I can identify main ideas drawn from more than one paragraph and summarising these in a small paragraph.
Text genres to cover	Fiction Non-fiction Picture Fairy Tale	Fiction Non-fiction Poetry Poster – information text	Fiction Non-fiction Picture Biography/ Autobiography

Year 4

	Autumn Term	Spring Term	Summer Term
V Vocabulary	<p>I can discuss a word in the context of a sentence to find meaning.</p> <p>To use dictionaries to check the meanings of words.</p>	<p>To identify how language, structure and presentation contribute to meaning.</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>Discuss vocabulary used to capture readers' interest and imagination.</p>
I Inference	<p>To discuss thoughts about how a character is thinking and feeling then record my views in a few sentences.</p>	<p>To use the text to support ideas gained from the text such as a character's thoughts or feelings.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p>
P Predict	<p>To make suitable predictions based on the text. An example could be about what happens next for a character.</p>	<p>To justify predictions from details stated and implied.</p>	<p>To make predictions that show evidence from the text.</p>
E Explain	<p>To read for a range of purposes.</p>	<p>To read books that are structured in different ways.</p>	<p>To refer to overall themes such as triumph of good over evil.</p>

R Retrieve	To retrieve and record information from the text.	To be able to efficiently locate and record key information from the text.	To use all of the organisational devices available within a nonfiction text to retrieve, record and discuss information.
S Summarise	I can identify main ideas drawn from more than one paragraph and summarising these in a small paragraph.	To identify main ideas drawn from more than one paragraph and summarise these.	To identify themes and conventions in a wide range of books.
Text genres to cover	Fiction Non-fiction Picture Fairy Tale	Fiction Non-fiction Poetry Poster – Information Text	Fiction Non-fiction Picture Biography/ Autobiography

Year 5

	Autumn Term	Spring Term	Summer Term
V Vocabulary	To discuss vocabulary used by the author to create effect including figurative language.	To discuss the importance and use of vocabulary to enhance the context of writing.	To evaluate the use of authors' language and explain how it has created an impact on the reader.
I Inference	To draw inferences from characters' thoughts and feelings and explain using text evidence.	To draw inferences from characters' feelings, thoughts and motives, and justify inferences with evidence.	To draw inferences from the tone of the text based on description created of the setting or characters.
P Predict	To make predictions based on details stated and implied.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To make predictions based on details stated and use evidence from the text to support this. Further explain reasons for your predictions.
E Explain	To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books.	To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	Able to identify features such as greetings in letters, a diary written in first person or the use of presentational devices such as numbering and headings.

R Retrieve	To use a text to retrieve, record and discuss information from fiction and non-fiction texts.	To identify relevant information from a text, recording all necessary elements and facts.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.
S Summarise	To identify main ideas drawn from more than one paragraph and to summarise these.	To identify main ideas drawn from more than one paragraph and to summarise these.	To identify themes and conventions in a wide range of books.
Text genres to cover	Fiction Non-fiction Picture Diary	Fiction Non-fiction Poetry Biography/ Autobiography	Fiction Non-fiction Picture Myth/ Legend

Year 6

	Autumn Term	Spring Term	Summer Term
V Vocabulary	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.	To distinguish independently between statements of fact and opinion,	To identify themes and conventions in a wide range of books.
I Inference	To draw inferences from characters' feelings, thoughts and motives, and justify inferences with evidence.	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To provide reasoned justifications for their views.	To discuss how characters change and develop through texts by drawing inferences based on indirect clues. To compare characters, settings and themes within a text and across more than one text.
P Predict	To make predictions based on details stated and implied.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To make predictions based on details stated and use evidence from the text to support this. Further explain reasons for your predictions.

E Explain	To listen to guidance on the quality of their explanations and contributions to discussions and to	To recognise more complex themes in what they read (such as loss or heroism).	To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on
	make improvements when participating in discussions.		the topic and using notes where necessary.
R Retrieve	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.
S Summarise	Summarising the main idea down from the more than one paragraph, identifying key details that support the main ideas.	To identify main ideas drawn from more than one paragraph and to summarise these.	To identify themes and conventions in a wide range of books.
Text genres to cover	Fiction Non-fiction Picture Diary	Fiction Non-fiction Poetry Biography/ Autobiography	Fiction Non-fiction Picture Myth/ Legend

Updated 16.10.23