



## Reading at Wadebridge Primary: Key Stage 1 and Key Stage 2

### What does reading look like in Key Stage One?

Direct teaching of reading	Additional opportunities
<ul style="list-style-type: none"> <li>• Daily phonics sessions to teach the mechanics of word reading</li> <li>• Weekly guided reading carousel (small groups)/ whole class 'shared' reading (alternate each week with a VIPERS focus) Evidence in Guided Reading books and on record sheets against Arbor objectives</li> <li>• Individual readers (aim for each child to be listened to each fortnight)</li> <li>• Teaching of SATs/ test techniques</li> <li>• VIPERS skills within Reading Records help parents to develop the relevant skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular visits to the library</li> <li>• Dress up days</li> <li>• Inviting, purposeful book corners</li> <li>• High quality texts for English lessons</li> <li>• Cross curricular opportunities</li> <li>• Class texts for story-time and enjoyment allow extra opportunities to develop comprehension / inference skills.</li> <li>• Self-selection of books (within book band)</li> </ul>

### What does reading look like in Key Stage Two?

Direct teaching of reading	Additional opportunities
<ul style="list-style-type: none"> <li>• Daily reading activities – either in carousel form or whole class shared text, but over a fortnight, there must be a balance of the two strategies. Learning objectives are skills/ VIPERS based. Evidence in Guided Reading books and on record sheets against Arbor objectives.</li> <li>• Phonics interventions to help specific children to catch up</li> <li>• Individual readers (aim for each child to be listened to each fortnight)</li> <li>• Teaching of SATs/ test techniques</li> <li>• VIPERS skills within Reading Records help parents to develop the relevant skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular visits to the library</li> <li>• Children actively encouraged to join Wadebridge Library (school facilitates join-up)</li> <li>• Inviting, purposeful book corners</li> <li>• High quality texts for English lessons</li> <li>• Cross curricular opportunities</li> <li>• Class texts for story-time and enjoyment allow extra opportunities to develop comprehension / inference skills.</li> <li>• Self-selection of books (within book band)</li> <li>• Recommended reads for 'Free Readers' (high quality texts chosen from Book Spine or similar)</li> </ul>

### **1:2:1 reading:**

Across the school, children are listened to by a teacher or teaching assistant on a 1:2:1 basis every fortnight. During this time, the adult listens to the child reading a book band book linked to their ability. Comments about the child's word reading and comprehension are evidenced on the individual reading record and/ or on the skills based record sheets. These comments are specifically linked to skills and curriculum areas. (The 'VIPERS' terms come directly from curriculum and these words are therefore highlighted to help assess the progress a child is making in each year group).

## Book Bands

### At Key Stage 1

To ensure that children are reading books that are decodable (able to be sounded out) and contain the sounds that they have learnt, books are organised in to the 'Letters and Sounds' phases.

Books are labelled as:

Phase 2 (A)	These are books with simple captions containing Phase 2 sounds.
Phase 2 (B)	These are books with simple sentences (and punctuation such as full stops and capital letters) containing Phase 2 graphemes: <b>s a t p i n m d g o c k e u r h b f l</b>
Phase 3	These books contain these graphemes: <b>j v w x y z qu ch sh th th ng ai ee or igh oa oo oo ar ur er ow oi ear air ur</b>
Phase 4	No new sounds are introduced. The books contain opportunities for children to blend two and three consonants at the beginning, middle and end of words.
Phase 5 (A)	These books contain alternative vowel graphemes for example the different ways of spelling the ai grapheme with the graphemes ay and a-e.
Phase 5 (B)	These books contain alternative vowel and consonant graphemes.
Phase 5 (C)	These books contain alternative consonant graphemes and words with suffixes.
After Phase 5 (C), the children then progress through the coloured book bands of purple, gold, white, lime, brown, grey, dark blue and dark red.	

When considering whether a child is ready to move up to the next book band we consider their word reading (recent phonics score, decoding) and their comprehension (the questions linked to each book band can be used).

At Key Stage 2 the guidance is:

7-8	13 Brown	8	Standard 4	Secure Standard 4 by end Y3 (Oxford Level 12)	Y3	Key Stage 2	Year 3/4
	13 Brown	9	Standard 4		Y3	Key Stage 2	Year 3/4
	13 Brown	10	Standard 4		Y3	Key Stage 2	Year 3/4
	13 Brown	11	Standard 4		Y3	Key Stage 2	Year 3/4
	14 Grey	12	Standard 4		Y3	Key Stage 2	Year 3/4
	14 Grey	13	Standard 4		Y3	Key Stage 2	Year 3/4
8-9	14 Grey	14	Standard 5	Secure Standard 5 by end Y4 (Oxford Level 14)	Y4	Key Stage 2	Year 3/4
	15 Dark blue	15	Standard 5		Y4	Key Stage 2	Year 3/4
9-10	15 Dark blue	16	Standard 6	Secure Standard 6 by end Y5 (Oxford Level 16)	Y5	Key Stage 2	Year 5/6
	16 Dark red	17	Standard 6		Y5	Key Stage 2	Year 5/6

10-11	16 Dark red	18	Standard 7	Secure Standard 7 by end Y6 (Oxford Level 18)	Y6	Key Stage 2	Year 5/6
		19	Standard 7		Y6	Key Stage 2	Year 5/6
		20	Standard 7		Y6	Key Stage 2	Year 5/6

### 'Free Readers'

We have a structured approach to 'free readers'. When a child is assessed as being at the level of dark blue/ dark red, they may choose a book from the 'free reader' basket in their classroom. These books have been chosen because they are on Pie Corbett's recommended 'Reading Spine' for each year group, or are books by the same authors. They are high quality texts which also build vocabulary that can be applied in writing. The children may take these books home in addition to their library book, but when they return them, we ask them to complete a detailed book review which is then kept in their Guided Reading Book.

In addition to either bringing home a phonics phase book, a coloured book band book or a free reader book, children will also bring home a library book that they have chosen.

### What do we mean by 'Guided Reading' (carousel)?

The children are grouped by their book band / ability. The teacher / adult uses the children's individual assessments to help them to progress with both decoding and comprehension.

Texts are therefore differentiated and allow the children to access a book / extract at the appropriate level.

Whilst the adult/s work with a small, differentiated group, the other groups in the class will be working independently on reading based activities. Throughout the year, teachers will use a range of fiction and non-fiction texts. Teachers use a variety of resources and texts such as the Nelson comprehension work books, guided reading sets and texts that hold a particular interest to the children. Where possible, the chosen texts may link to the current topic. Test based questions are also used at points throughout the year for assessment purposes and to familiarise children with test layouts, language and techniques.

Reciprocal Reading is a model that is being used in 'Guided Reading' in some year groups to allow children to take greater ownership of their learning. They are given 'roles' and these are also linked to the VIPERS skills.

### What is 'Shared Text / Whole Class Reading?'

This is sometimes referred to as 'Shared Book' lessons or 'Shared Text' and enables children of all abilities to access a high quality text for enjoyment and comprehension activities together.

Lesson objectives and success criteria will be used, in the same way as they are for a writing lesson. The questions will be differentiated, but the text will be shared so that all children can answer questions about it at their own level. The skills will often be based on 'VIPERS'.

These lessons may be based on:

- The class novel.
- An extract of interest for the children arising from their curriculum study.

- A visual text such as a film from Literacy Shed or a picture a topic related text
- A book that mirrors the genre being looked at in the writing Learning Journey to deepen knowledge and understanding as well as broadening vocabulary.
- At some points in the term:  
A section of a test paper that can be worked through together afterwards.

Research shows that it is the combination of Guided Reading sessions, together with Shared Text/ whole class reading lessons that has the highest impact in terms of a child's progress in reading.