

Reading

We recognise that reading is the most fundamental skill that we can teach our pupils that underpins their entire learning journey. Successful readers access curriculum content more effectively. We dedicate significant teaching time to reading and the stories that we teach become a central part of our curriculum. The reading skills and spoken language that our children acquire allow them to approach all curriculum subjects with confidence and enrich their lives beyond school. Our rigorous approach to teaching Phonics ensures that our pupils become confident readers from an early age which equips them to tackle increasingly challenging texts and comprehension tasks. Our Keep Up Not Catch Up strategy, ensures that no child is left behind.

Our approach to teaching reading incorporates oracy, drama and high quality texts which develop children's vocabulary and reading skills. Carefully planned progression ensures that children are exposed to increasingly challenging texts and are taught to use a wide range of comprehension skills. The answering of comprehension questions is explicitly modelled in order to provide pupils with the skills to independently tackle any comprehension task within school or beyond. We instil a lifelong love of reading through our carefully chosen whole class texts, the promotion of rewards and challenges and our whole school reading culture, where every day we hold whole class story time. Children are encouraged to see the value of stories as a special part of their learning journey.

The Reading Lead is responsible for supporting colleagues in their teaching, keeping them informed of current developments in the subject, and by providing a strategic lead and direction for Reading.

Our children are supported through our four school values – Curiosity, Creativity, Confidence and Caring- all embodied through our vision, 'Aiming High and Achieving Our Best' and our vision statement:

*Penponds School will work with all stakeholders to create a **happy, safe and stimulating environment** where children become **'Leaders of their own Learning'**. By maintaining **high expectations** of the whole school community, our children will be equipped to become **lifelong learners**. We encourage **curiosity about the world, strive to be creative** in everything we do and **build confidence** in our children to enable them to grasp **opportunities and tackle challenges with resilience and self-assurance**.*

Developing Young Readers



Reading



Agreed Teaching principles for Reading

Children experience daily high quality Phonics lessons from day one

Children have matched home reading practice books

Keep Up Not Catch Up strategy to ensure no child is left behind in reading

High quality class texts are used to teach a wide range of comprehension, literacy and vocabulary

Word clarification and pre-teach allows pupils to expand their vocabulary in Reading lessons and across the wider curriculum

Explicit modelling of comprehension strategies underpins the reading process

Teaching Approaches for Reading

Shared Reading (explicit teaching of comprehension skills through high quality texts)

Read, Write Inc Phonics (systematic teaching of reading, spelling and handwriting)

Accelerated Reader (motivates pupils to read with independence and allows teachers to closely monitor reading standards for progression)

Reading Spine (exposes pupils to a range of classic authors and modern texts)

How do we measure the impact?

Accelerated Reader quizzes to assess comprehension and understanding

Reading Spine progression

NFER and SATs to support benchmarking against national standards

Shared reading comprehension during the lesson

Tracking of RWI Phonics progressions every 6-8 weeks

1:1 Reading sessions

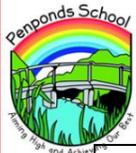
Certificates and Awards



Reading

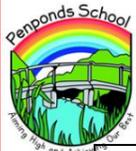
Reading - Skills and knowledge components: Progression document building from previous year's learning

YR	<p>Read all individual letters by saying the sounds for them (Set 1)</p> <p>Blend sounds into words to read short words.</p> <p>Read some Set 1 and 2 letter groups e.g. 'th', 'igh'</p> <p>Read a few common exception words linked to the school's phonics scheme</p> <p>Read simple phrases and sentences</p> <p>Re-read books to build up their confidence, fluency and understanding</p>						
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Reading

<p>Y1</p> <p>Read individual letters by saying the sounds for them (Set 1)</p> <p>Blend sounds into words to read short words</p> <p>Read some letter groups e.g. 'th', 'igh'</p> <p>Read a few common exception words linked to the school's phonics scheme</p> <p>Read simple phrases and sentences</p> <p>Re-read books to build up their confidence, fluency and understanding</p>	<p>I use phonics as my first strategy to work out words that I do not know</p> <p>I can respond speedily to graphemes for all 40+ phonemes (e.g. RWI Set 1, 2 and some Set 3)</p> <p>I can blend sounds together to read unfamiliar words</p> <p>I can read red words that I come across in age appropriate texts</p> <p>I can read words of more than one syllable</p> <p>I can read aloud a phonetically decodable text at an age appropriate level e.g. RWI Yellow Spr 2</p> <p>I can answer simple questions about the characters and events in a story</p> <p>I can recognise when my reading doesn't make sense and can try to correct it</p> <p>I can say how a character might be feeling and why I can clearly explain what I have read</p>					
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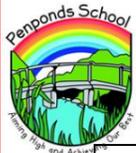
Reading

Y2	<p>Read individual letters by saying the sounds for them (Set 1)</p> <p>Blend sounds into words to read short words</p> <p>Read some letter groups e.g. 'th', 'igh'</p> <p>Read a few common exception words linked to the school's phonics scheme</p> <p>Read simple phrases and sentences</p> <p>Re-read books to build up their confidence, fluency and understanding</p>	<p>I use phonics as my first strategy to work out words that I do not know</p> <p>I can respond speedily to graphemes for all 40+ phonemes (e.g. RWI Set 1, 2 and some Set 3)</p> <p>I can blend sounds together to read unfamiliar words</p> <p>I can read red words that I come across in age appropriate texts</p> <p>I can read words of more than one syllable</p> <p>I can read aloud a phonetically decodable text at an age appropriate level e.g. RWI Yellow Spr 2</p> <p>I can answer simple questions about the characters and events in a story</p> <p>I can recognise when my reading doesn't make sense and can try to correct it</p> <p>I can say how a character might be feeling and why</p> <p>I can clearly explain what I have read</p>	<p>I can read accurately words of two or more syllables e.g. helicopter</p> <p>I can read most words containing common suffixes e.g. ing, ed</p> <p>I can fluently read an age appropriate text e.g. RWI grey/ AR yellow</p> <p>I can read a passage of age appropriate text (e.g. RWI assessment passage) at 90+ words per minute</p> <p>I can sound out any unfamiliar words accurately</p> <p>I can recognise when my reading doesn't make sense and can correct it</p> <p>I can answer comprehension questions about what I have read</p> <p>I can make inferences about what I have read</p> <p>I can summarise and explain what has happened so far in a book I am reading</p>				
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Reading

<p>Y3</p> <p>Read individual letters by saying the sounds for them (Set 1)</p> <p>Blend sounds into words to read short words</p> <p>Read some letter groups e.g. 'th', 'igh'</p> <p>Read a few common exception words linked to the school's phonics scheme</p> <p>Read simple phrases and sentences</p> <p>Re-read books to build up their confidence, fluency and understanding</p>	<p>I use phonics as my first strategy to work out words that I do not know</p> <p>I can respond speedily to graphemes for all 40+ phonemes (e.g. RWI Set 1, 2 and some Set 3)</p> <p>I can blend sounds together to read unfamiliar words</p> <p>I can read red words that I come across in age appropriate texts</p> <p>I can read words of more than one syllable</p> <p>I can read aloud a phonetically decodable text at an age appropriate level e.g. RWI Yellow Spr 2</p> <p>I can answer simple questions about the characters and events in a story</p> <p>I can recognise when my reading doesn't make sense and can try to correct it</p> <p>I can say how a character might be feeling and why</p> <p>I can clearly explain what I have read</p>	<p>I can read accurately words of two or more syllables e.g. helicopter</p> <p>I can read most words containing common suffixes e.g. ing, ed</p> <p>I can fluently read an age appropriate text e.g. RWI grey/ AR yellow</p> <p>I can read a passage of age appropriate text (e.g. RWI assessment passage) at 90+ words per minute</p> <p>I can sound out any unfamiliar words accurately</p> <p>I can recognise when my reading doesn't make sense and can correct it</p> <p>I can answer comprehension questions about what I have read</p> <p>I can make inferences about what I have read</p> <p>I can summarise and explain what has happened so far in a book I am reading</p>	<p>I can read aloud with confidence understanding how to use a range of punctuation</p> <p>I can read age appropriate books with confidence and fluency</p> <p>I can read tricky words with unusual correspondences between spelling and sound</p> <p>I can recognise where words are an exception to the rule</p> <p>I can use prefixes, suffixes and root words to clarify word meaning.</p> <p>I can clarify word meaning using the context of the word</p> <p>I can use alphabetically ordered text to find information</p> <p>I can identify the features of different text types</p> <p>I can use organisational devices to find information</p> <p>I can comment on the choice of language that is used</p> <p>I can empathise with a character</p> <p>I can justify my predictions and inferences using evidence</p> <p>I can evaluate a text with reference to its text type</p> <p>I can begin to identify different points of view in a text</p> <p>I can say why books by the same author are similar</p> <p>I can start to recognise how a text relates to its historical or cultural setting</p>			
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Reading

<p>Y4</p> <p>Read individual letters by saying the sounds for them (Set 1)</p> <p>Blend sounds into words to read short words</p> <p>Read some letter groups e.g. 'th', 'igh'</p> <p>Read a few common exception words linked to the school's phonics scheme</p> <p>Read simple phrases and sentences</p> <p>Re-read books to build up their confidence, fluency and understanding</p>	<p>I use phonics as my first strategy to work out words that I do not know</p> <p>I can respond speedily to graphemes for all 40+ phonemes (e.g. RWI Set 1, 2 and some Set 3)</p> <p>I can blend sounds together to read unfamiliar words</p> <p>I can read red words that I come across in age appropriate texts</p> <p>I can read words of more than one syllable</p> <p>I can read aloud a phonetically decodable text at an age appropriate level e.g. RWI Yellow Spr 2</p> <p>I can answer simple questions about the characters and events in a story</p> <p>I can recognise when my reading doesn't make sense and can try to correct it</p> <p>I can say how a character might be feeling and why</p> <p>I can clearly explain what I have read</p>	<p>I can read accurately words of two or more syllables e.g. helicopter</p> <p>I can read most words containing common suffixes e.g. ing, ed</p> <p>I can fluently read an age appropriate text e.g. RWI grey/ AR yellow</p> <p>I can read a passage of age appropriate text (e.g. RWI assessment passage) at 90+ words per minute</p> <p>I can sound out any unfamiliar words accurately</p> <p>I can recognise when my reading doesn't make sense and can correct it</p> <p>I can answer comprehension questions about what I have read</p> <p>I can make inferences about what I have read</p> <p>I can summarise and explain what has happened so far in a book I am reading</p>	<p>I can read aloud with confidence understanding how to use a range of punctuation</p> <p>I can read age appropriate books with confidence and fluency</p> <p>I can read tricky words with unusual correspondences between spelling and sound</p> <p>I can recognise where words are an exception to the rule</p> <p>I can use prefixes, suffixes and root words to clarify word meaning.</p> <p>I can clarify word meaning using the context of the word</p> <p>I can use alphabetically ordered text to find information</p> <p>I can identify the features of different text types</p> <p>I can use organisational devices to find information</p> <p>I can comment on the choice of language that is used</p> <p>I can empathise with a character</p> <p>I can justify my predictions and inferences using evidence</p> <p>I can evaluate a text with reference to its text type</p> <p>I can begin to identify different points of view in a text</p> <p>I can say why books by the same author are similar</p> <p>I can start to recognise how a text relates to its historical or cultural setting</p>	<p>I can read all the words on the year 3/4 spelling list</p> <p>I can read age appropriate texts with confidence and fluency</p> <p>I can identify the features of different fiction and non-fiction texts</p> <p>I can use skimming, scanning and text marking</p> <p>I can use knowledge from wider reading to support my ideas</p> <p>I can seek out clues in a text to improve my understanding</p> <p>I can comment on the choice of language that is used to build suspense and character</p> <p>I understand how the author wants the reader to respond</p> <p>I can summarise key points</p> <p>I can recognise themes from a range of books</p> <p>I can recognise some forms of poetry</p> <p>I can comment on word choices which express feelings/moods/attitudes</p> <p>I can understand different viewpoints in a text</p>		
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Reading

Y5	<p>Read individual letters by saying the sounds for them (Set 1)</p> <p>Blend sounds into words to read short words</p> <p>Read some letter groups e.g. 'th', 'igh'</p> <p>Read a few common exception words linked to the school's phonics scheme</p> <p>Read simple phrases and sentences</p> <p>Re-read books to build up their confidence, fluency and understanding</p>	<p>I use phonics as my first strategy to work out words that I do not know</p> <p>I can respond speedily to graphemes for all 40+ phonemes (e.g. RWI Set 1, 2 and some Set 3)</p> <p>I can blend sounds together to read unfamiliar words</p> <p>I can read red words that I come across in age appropriate texts</p> <p>I can read words of more than one syllable</p> <p>I can read aloud a phonetically decodable text at an age appropriate level e.g. RWI Yellow Spr 2</p> <p>I can answer simple questions about the characters and events in a story</p> <p>I can recognise when my reading doesn't make sense and can try to correct it</p> <p>I can say how a character might be feeling and why</p> <p>I can clearly explain what I have read</p>	<p>I can read accurately words of two or more syllables e.g. helicopter</p> <p>I can read most words containing common suffixes e.g. ing, ed</p> <p>I can fluently read an age appropriate text e.g. RWI grey/ AR yellow</p> <p>I can read a passage of age appropriate text (e.g. RWI assessment passage) at 90+ words per minute</p> <p>I can sound out any unfamiliar words accurately</p> <p>I can recognise when my reading doesn't make sense and can correct it</p> <p>I can answer comprehension questions about what I have read</p> <p>I can make inferences about what I have read</p> <p>I can summarise and explain what has happened so far in a book I am reading</p>	<p>I can read aloud with confidence understanding how to use a range of punctuation</p> <p>I can read age appropriate books with confidence and fluency</p> <p>I can read tricky words with unusual correspondences between spelling and sound</p> <p>I can recognise where words are an exception to the rule</p> <p>I can use prefixes, suffixes and root words to clarify word meaning.</p> <p>I can clarify word meaning using the context of the word</p> <p>I can use alphabetically ordered text to find information</p> <p>I can identify the features of different text types</p> <p>I can use organisational devices to find information</p> <p>I can comment on the choice of language that is used</p> <p>I can empathise with a character</p> <p>I can justify my predictions and inferences using evidence</p> <p>I can evaluate a text with reference to its text type</p> <p>I can begin to identify different points of view in a text</p> <p>I can say why books by the same author are similar</p> <p>I can start to recognise how a text relates to its historical or cultural setting</p>	<p>I can read all the words on the year 3/4 spelling list</p> <p>I can read age appropriate texts with confidence and fluency</p> <p>I can identify the features of different fiction and non-fiction texts</p> <p>I can use skimming, scanning and text marking</p> <p>I can use knowledge from wider reading to support my ideas</p> <p>I can seek out clues in a text to improve my understanding</p> <p>I can comment on the choice of language that is used to build suspense and character</p> <p>I understand how the author wants the reader to respond</p> <p>I can summarise key points</p> <p>I can recognise themes from a range of books</p> <p>I can recognise some forms of poetry</p> <p>I can comment on word choices which express feelings/moods/attitudes</p> <p>I can understand different viewpoints in a text</p>	<p>I can work out how to pronounce words with the same spelling correctly using sentence context</p> <p>I can read age appropriate texts with confidence and fluency</p> <p>I can read complex sentences with fluency and accuracy</p> <p>I can respond to sophisticated punctuation when I read</p> <p>I can discuss complex narrative plots</p> <p>I can summarise key points from multiple paragraphs</p> <p>I can compare, contrast and evaluate different text types</p> <p>I can draw information from different parts of a text</p> <p>I can identify and comment on figurative and descriptive language choices as well as non-fiction language choices</p> <p>I can describe an author's style</p> <p>I can talk about themes in stories which link to other texts</p> <p>I can compare the openings of novels</p> <p>I understand how texts reflect the time and culture of when they were written</p>
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Reading

Y6	<p>Read individual letters by saying the sounds for them (Set 1)</p> <p>Blend sounds into words to read short words</p> <p>Read some letter groups e.g. 'th', 'igh'</p> <p>Read a few common exception words linked to the school's phonics scheme</p> <p>Read simple phrases and sentences</p> <p>Re-read books to build up their confidence, fluency and understanding</p>	<p>I use phonics as my first strategy to work out words that I do not know</p> <p>I can respond speedily to graphemes for all 40+ phonemes (e.g. RWI Set 1, 2 and some Set 3)</p> <p>I can blend sounds together to read unfamiliar words</p> <p>I can read red words that I come across in age appropriate texts</p> <p>I can read words of more than one syllable</p> <p>I can read aloud a phonetically decodable text at an age appropriate level e.g. RWI Yellow Spr 2</p> <p>I can answer simple questions about the characters and events in a story</p> <p>I can recognise when my reading doesn't make sense and can try to correct it</p> <p>I can say how a character might be feeling and why</p> <p>I can clearly explain what I have read</p>	<p>I can read accurately words of two or more syllables e.g. helicopter</p> <p>I can read most words containing common suffixes e.g. ing, ed</p> <p>I can fluently read an age appropriate text e.g. RWI grey/ AR yellow</p> <p>I can read a passage of age appropriate text (e.g. RWI assessment passage) at 90+ words per minute</p> <p>I can sound out any unfamiliar words accurately</p> <p>I can recognise when my reading doesn't make sense and can correct it</p> <p>I can answer comprehension questions about what I have read</p> <p>I can make inferences about what I have read</p> <p>I can summarise and explain what has happened so far in a book I am reading</p>	<p>I can read aloud with confidence understanding how to use a range of punctuation</p> <p>I can read age appropriate books with confidence and fluency</p> <p>I can read tricky words with unusual correspondences between spelling and sound</p> <p>I can recognise where words are an exception to the rule</p> <p>I can use prefixes, suffixes and root words to clarify word meaning.</p> <p>I can clarify word meaning using the context of the word</p> <p>I can use alphabetically ordered text to find information</p> <p>I can identify the features of different text types</p> <p>I can use organisational devices to find information</p> <p>I can comment on the choice of language that is used</p> <p>I can empathise with a character</p> <p>I can justify my predictions and inferences using evidence</p> <p>I can evaluate a text with reference to its text type</p> <p>I can begin to identify different points of view in a text</p> <p>I can say why books by the same author are similar</p> <p>I can start to recognise how a text relates to its historical or cultural setting</p>	<p>I can read all the words on the year 3/4 spelling list</p> <p>I can read age appropriate texts with confidence and fluency</p> <p>I can identify the features 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authors use figurative and non-fiction language for a purpose</p> <p>I understand abbreviations, colloquialisms and specialist vocabulary</p> <p>I know the difference between fact and opinion</p> <p>I can identify explicit and implicit points of view</p> <p>I can make predictions using detailed knowledge of text types</p> <p>I can compare and contrast author's styles</p> <p>I can discuss themes and conventions in and across a wide range of writing</p>
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Building on Phonics – Shared Reading Question Progression

<u>Question Type</u>	<u>KS1</u>	<u>KS2</u>	
	Year 1 and 2	Year 3 and 4	Year 5 and 6
	What does.....look like? What colour is....? What animal is....? Where did.....go? Why did.....run away? Find and copy... Find two words which show that...	Name the... What is...? Find and copy.... Copy a word which... Match the... Tick which... Fill the gap... Copy and complete...	Find and copy and phrase... Find a synonym for.... Sequence the following events... True or False... Annotate the.... Correct the...

<u>Question Type</u>	<u>KS1</u>	<u>KS2</u>	
	Year 1 and 2	Year 3 and 4	Year 5 and 6
<p style="font-size: 2em; color: red; font-family: cursive;">Text Detective</p>	<p>How can we tell that.....?</p> <p>How did.....know?</p> <p>Does.....like.....?</p> <p>How do you know?</p> <p>Why....? (where inference must be used to find this)</p> <p>Is this fiction or nonfiction?</p> <p>How do you know?</p>	<p>How do you....?</p> <p>Did...?</p> <p>Why does..?</p> <p>How does...?</p> <p>Explain what...?</p> <p>What type of text is this?</p> <p>How do you know?</p> <p>Using evidence from the text, explain...</p>	<p>Can you explain...?</p> <p>Why did...?</p> <p>Using evidence to justify your answer, explain...?</p> <p>Providing evidence, is it true or false that...?</p> <p>Can you determine...?</p> <p>What can you infer about...?</p> <p>Why is it significant that...?</p> <p>Categorise the text type with justifications...</p>

Reading

<u>Question Type</u>	<u>KS1</u>	<u>KS2</u>	
	Year 1 and 2	Year 3 and 4	Year 5 and 6
	<p>Why does the author use the word.....?</p> <p>How does the author show us that it is an exciting part of the story?</p> <p>Why has the author used.....?</p> <p>Why is.....written in capitals/in bold?</p>	<p>Why does the author use the word/phrase...?</p> <p>What does the author tell the reader with the word...?</p> <p>What impression do you get from...?</p> <p>The author included the word/phrase....why?</p> <p>How does the author make the reader feel by using....?</p>	<p>For what purpose does the author...?</p> <p>Why does the author use.....despite it being..?</p> <p>How does the author...?</p> <p>What image does the author build by...?</p> <p>How does the author signal...?</p> <p>For what effect does the author...?</p> <p>How has the author's choice of words...?</p>

Reading

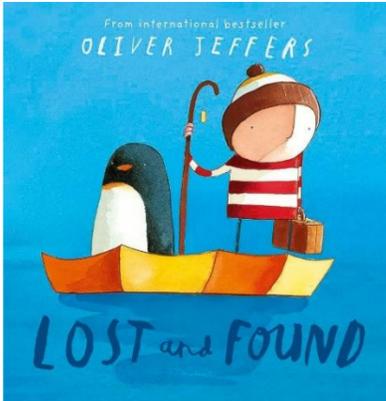
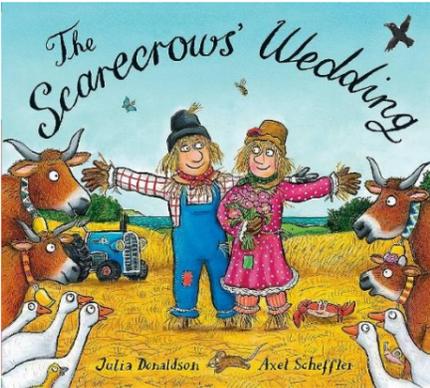
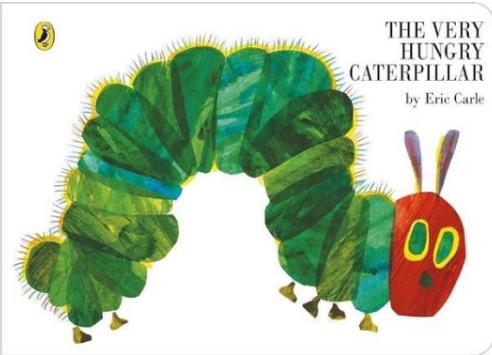
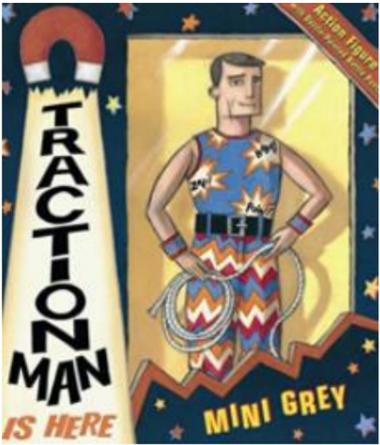
<u>Question Type</u>	<u>KS1</u>	<u>KS2</u>	
	Year 1 and 2	Year 3 and 4	Year 5 and 6
	<p>How would you feel if....?</p> <p>Would you like to....?</p> <p>Do you agree with.....?</p> <p>Do you think....would be a nice friend to have?</p> <p>What would your favourite be? Why?</p> <p>Would you like to have lived in this place/time?</p>	<p>If you were.....how would you...?</p> <p>Do you think...?</p> <p>Predict what...</p> <p>Why, in your opinion, does...?</p> <p>What do you think is meant by...?</p> <p>Do you agree or disagree...?</p> <p>In your opinion, should...?</p>	<p>Agree or Disagree? Justify your opinion</p> <p>Yes/No/Maybe.....Explain your viewpoint</p> <p>Using evidence to support your ideas, predict...</p> <p>Do you think there is any significance in...</p> <p>Reflect on....</p> <p>Identify a key theme which...</p> <p>Considering your wider knowledge of the book...explain...</p> <p>Compare...</p> <p>Contrast...</p>

Reading

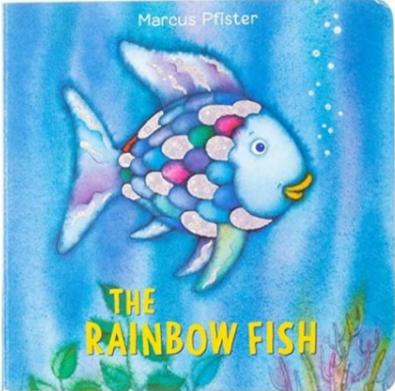
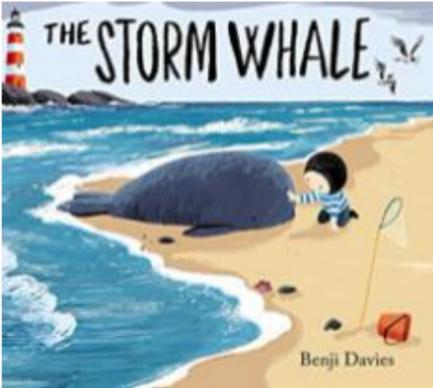
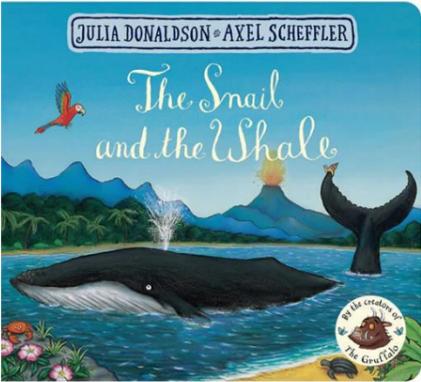
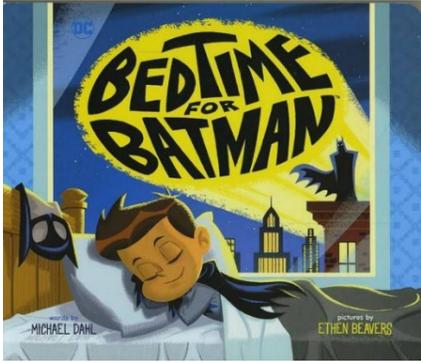
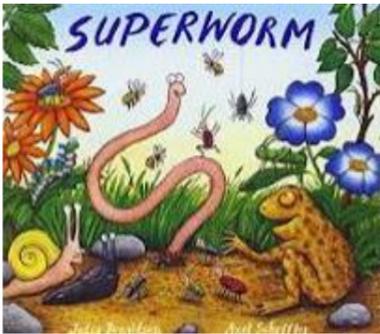
Penponds School Reading Spine

Reception - Carn Brea Class.

These books will compliment your child's learning in school. These books are recommended to be shared with your child.



	Reception
Autumn	Bedtime for Batman Superworm Traction Man
Spring	The Snail and the Whale The Hungry Caterpillar Scarecrow's Wedding
Summer	The Storm Whale Rainbow Fish Lost and Found



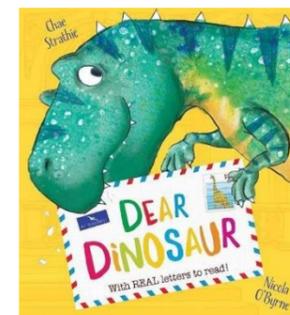
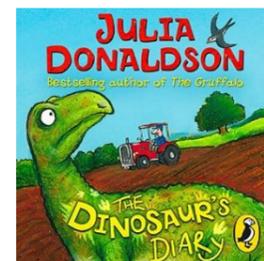
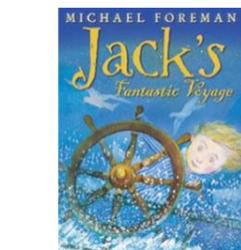
Reading

Penponds School Reading Spine Year 1 and 2 - Godolphin Class.

These books will compliment your child's learning in school. These books are recommended to be shared with your child.

Year A

Autumn	<u>Jack's Fantastic Voyage</u> <u>Ocean Meets Sky</u> <u>Meerkat Mail</u>
Spring	<u>Jasper's Beanstalk</u> <u>Tidy</u> <u>Hansel and Gretel</u>
Summer	<u>Rumplestiltskin</u> <u>Sally and the Limpet</u> <u>Alba the Hundred Year Old Fish</u>



Year B

Autumn	<u>Wild</u> <u>The Tin Forest</u> <u>One Day on our Blue Planet</u>
Spring	<u>The Marvellous Moon Map</u> <u>Beegu</u> <u>Here we are, Notes for Living on Planet Earth</u>
Summer	<u>Bog Baby</u> <u>Dinosaur Diary</u> <u>Dear Dinosaur</u>

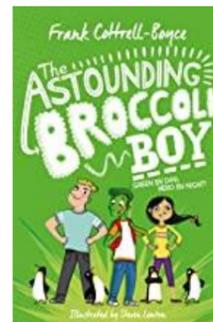
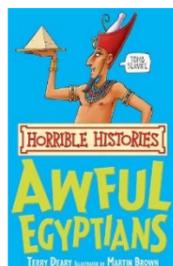
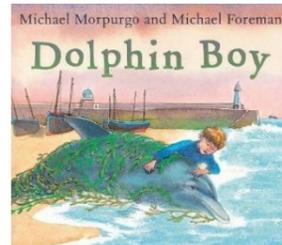
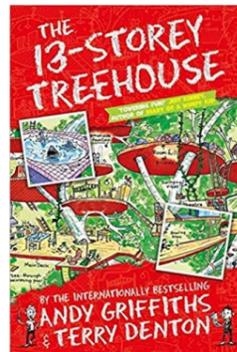
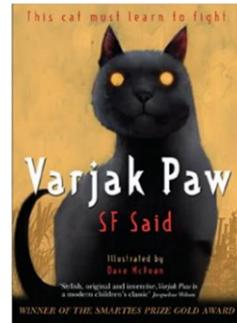
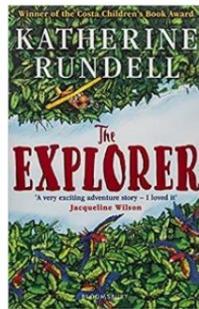
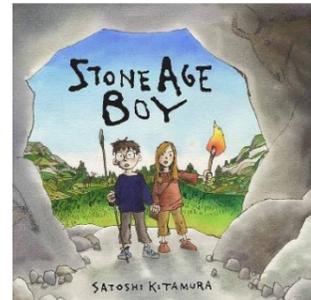
Reading

Penponds School Reading Spine Year 3 and 4 - Trencrom Class.

These books will compliment your child's learning in school.

Year A

Autumn	<p>Egyptian Cinderella - Shirley Climo</p> <p>The Time Travelling Cat and the Egyptian Goddess - Julia Jarman</p> <p>Varjak Paw - SF Said</p> <p>Awful Egyptians</p>
Spring	<p>The Astounding Broccoli Boy - Frank Cottrell Boyce</p> <p>Giant - Kate Scott</p> <p>George's Marvellous Medicine - Roald Dahl</p>
Summer	<p>Empire's End - A Roman Story -Leila Rasheed</p> <p>Romans on the Rampage - Jeremy Strong</p> <p>The 13 Storey Treehouse - Andy Griffiths</p>



Year B

Autumn	<p>The Great Kapok Tree - Lynne Cherry</p> <p>The Girl who stole an Elephant - Nizrana Farook</p> <p>Explorer - Katherine Rundell</p>
Spring	<p>Dolphin Boy- Elizabeth Laird</p> <p>The Boy Who Grew Dragons -Andy Shepherd</p> <p>Greta and the Giants - Zoe Tucker</p>
Summer	<p>Stone Age Boy - Satoshi Kitamura</p> <p>Stig of the Dump - Clive King</p> <p>The Wild Girl - Christopher Wormell</p>

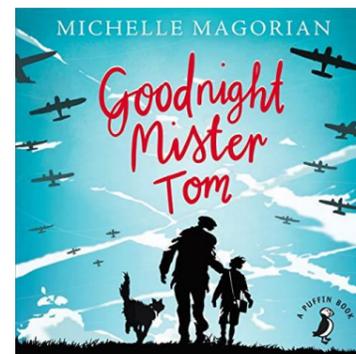
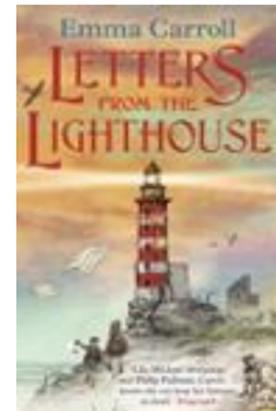
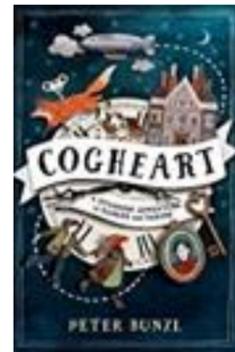
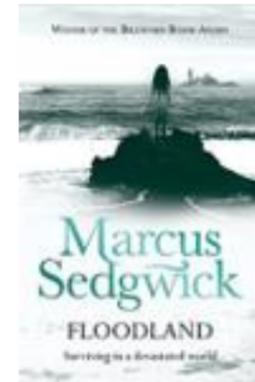
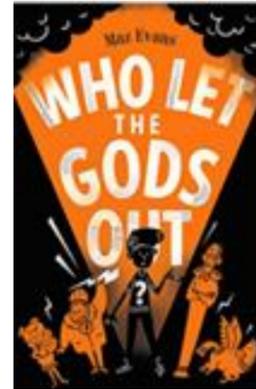
Reading

Penponds School Reading Spine Year 5 and 6 -Tregonning Class.

These books will compliment your child's learning in school.

Year A

Autumn	<p><u>Who Let the Gods Out? - Maz Evans</u></p> <p><u>Percy Jackson series - Rick Riordan</u></p> <p><u>Beasts of Olympus: Beast Keeper</u></p>
Spring	<p><u>Floodland by Marcus Sedgwick</u></p> <p><u>Run Wild by Gill Lewis</u></p> <p><u>The Last Bear by Hannah Gold</u></p>
Summer	<p><u>Vicious Vikings -Terry Deary</u></p> <p><u>The Saga of Erik the Viking- Terry Jones & Michael Foreman</u></p> <p><u>How to Train Your Dragon Cressida Cowell</u></p>



Year B

Autumn	<p><u>Letters from the Lighthouse - Emma Carroll</u></p> <p><u>Goodnight Mister Tom - Michelle Magorian</u></p> <p><u>Friend or Foe - Michael Morpugo</u></p>
Spring	<p><u>Cosmic - Frank Cottrell Boyce</u></p> <p><u>Fortunately The Milk - Neil Gaiman</u></p> <p><u>Hidden Figures: The True Story of Four Black Women and the Space Race - Margot Lee Shetterly</u></p>
Summer	<p><u>Cogheart - Peter Bunzl</u></p> <p><u>Hetty Feather - Jacqueline Wilson</u></p> <p><u>Shackleton's Journey - William Grill</u></p>



Reading

Strategies for supporting pupils with Special Educational Needs and Disabilities in Reading lessons.

	Here's how we will help.
Attention Deficit Hyperactivity Disorder	<ul style="list-style-type: none"> Using a non-confrontational approach and listening to the individual child will help reduce their heightened arousal. Vipers and RWI lessons allow children to predict what will happen and provide a formal sequence. The use of audio books alongside the text support children with their concentration. Ensure the child is positioned carefully so that teacher has easy access for support.
Anxiety	<ul style="list-style-type: none"> Where possible, the child is taught by a well know adult who they have already established a trusted relationship with. Allow the child to be involved when choosing groups of partners within the taught reading session. Point, Evidence and Explanation is used consistently throughout all year groups so children become familiar with the approach to answering questions. Ensure children sit in the same seat every day and is pre-warned if the seating plan needs to change for any reason. Avoid direct questioning; instead, questioning is used on a 1:1 basis where the adult has established trust with the child. Specific children with anxieties around toileting (for example the hand dryer) have the opportunity to use a toilet they are familiar with. Where possible, children are prepared when there is a change in staff member.
Autism Spectrum Disorder	<ul style="list-style-type: none"> Children are encouraged to sit where they feel the most comfortable in the classroom. Where possible, this seating plan is not altered unless the child is happy and involved in the process. Sensory resources are readily available for all children. Extra processing time is given and on the spot questioning, is avoided during whole class teaching. Children are allowed to read on their own if it is too challenging them to read with a partner. Planned and unplanned sensory breaks are permitted throughout the lesson. There is always an available adult for a 'change of face' if needed.
Dyscalcula	<ul style="list-style-type: none"> Children have access to their own whiteboard in the session, rather than copying from the class board. Questions are differentiated and the child themselves chooses the level they feel comfortable with.
Dyslexia	<ul style="list-style-type: none"> Audio books are used with whole class groups. There is no pressure put on individual children to read aloud in front of the class. A ruler can be used to track the words as the child read. Personalised coloured overlays can be used; these are readily available to. Larger print books are available, alongside dyslexia friendly fonts and slides on PowerPoints. There is a huge focus on learning new vocabulary for all. Questions are read aloud to the child.
Dyspraxia	<ul style="list-style-type: none"> Rules and systems are clarified, using unambiguous language. Opportunity is given to move around between bursts of learning. We ensure that when working in pairs, the partner reader is sensitive to the needs of the child and knows confidently what they are doing. The reading lesson is broken down into key component parts and the teacher prompts these. There is plenty of space between readers to enable the child to concentrate on their own reading. Noise is kept to a minimum. The parts of the reading lesson are clearly defined.



Reading

Hearing Impairment	<ul style="list-style-type: none"> Careful consideration is given to seating, with individual considerations made discreetly and not publicly. Written materials are provided in addition to teacher talk. Only one person is encouraged to speak at a time. There is a space provided for the child at the front of the classroom with an unobstructed line of vision. The teacher leading the lesson discreetly checks in regularly with the child to check they are hearing and understanding.
Toileting Issues	<ul style="list-style-type: none"> Children are allowed to leave the classroom discreetly and without needing to get permission. Toilet passes are used for children to communicate they need to leave. Positioning in the classroom allows the child to sit near to the door so that they can leave easily.
Cognition and Learning Challenges	<ul style="list-style-type: none"> Time is given to consider questions, process and formulate an answer. The opportunity is given for reading to be physically demonstrated rather than getting the child to solely rely on verbal instructions. Specific, targeted praise is given so they know what they are doing well. Support is given when managing peer relationships effectively, the child is involved in the process of choosing a partner reader. Instructions are simple and mistakes are considered as learning opportunities.
Speech, Language & Communication Needs	<ul style="list-style-type: none"> Language is purposefully kept simple and consistent throughout the sessions. Closed questions are used when exploring comprehension, which only require a yes or no answer. Clear language is used to model and expand what has been said. Plenty of opportunity is given to communicate ideas in a small group. Any attempt to communicate is responded to positively.
Tourette Syndrome	<ul style="list-style-type: none"> Emotional reactions are filtered and adults listen and respond with support and understanding. Children are never asked to stop their tics. Where vocal tics are prominent children are not asked to read aloud as we are understanding that they may be reluctant to do this. There is a clear structure to the lesson. Although children are encouraged to listen, teachers are aware that at times tics inhibit auditory processing. It is never assumed that they are intentionally not listening.
Experienced Trauma	<ul style="list-style-type: none"> Positive self-talk is modelled when reading. Mistakes are seen as a positive part of learning. A predictable environment with clear expectations for behaviour is provided. Adults will calm and support if a child becomes overwhelmed. Breakout spaces are available to all children.
Visual Impairment	<ul style="list-style-type: none"> Careful consideration is given to seating, with individual considerations made discreetly and not publicly. Large font materials are provided in addition to teacher talk. There is a space provided for the child at the front of the classroom. The teacher leading the lesson discreetly checks in regularly with the child to check their understanding.



Reading