

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 learner**s. 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





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 guizzes 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



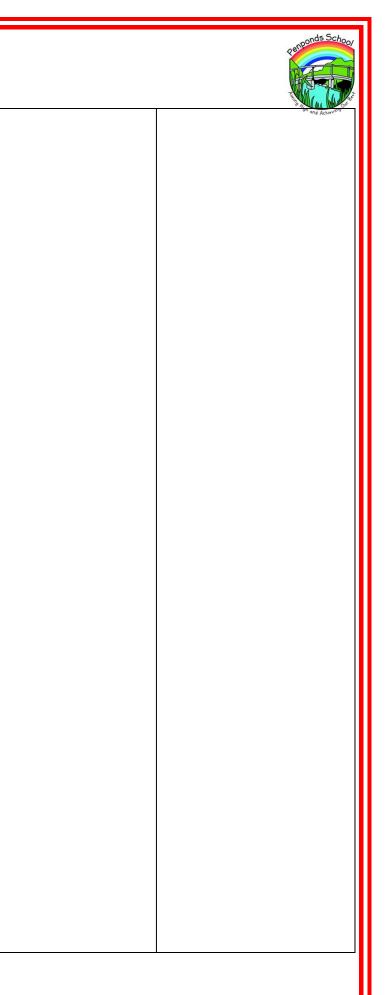


<u>Reading -</u> Skills and knowledge components: Progression document building from previous year's learning

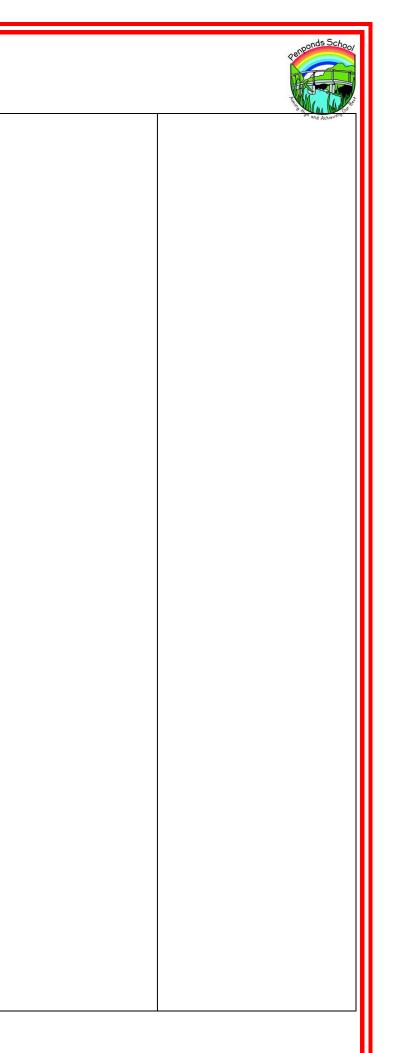
		1	1	1	1	1
YR	Read all					
	individual letters					
	by saying the					
	sounds for them					
	(Set 1)					
	Blend sounds					
	into words to					
	read short					
	words.					
	Read some Set 1					
	and 2 letter					
	groups e.g. 'th',					
	'igh'					
	Read a few					
	common					
	exception words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



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



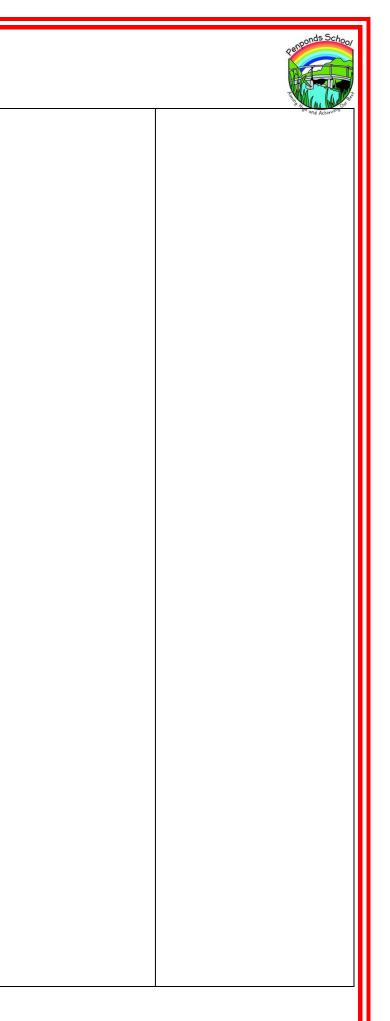
Terronds School					Reading		
* Age and Achiever	letters by saying	I use phonics as my first strategy to work out words that I do not know	words	ead accurately of two or more			
	the sounds for them (Set 1)	I can respond speedily to graphemes for all 40+	l can re	es e.g. helicopter ead most words			
	Blend sounds into words to read short	phonemes (e.g. RWI Set 1, 2 and some Set 3)	suffixe	ning common s e.g. ing, ed			
	words Read some	I can blend sounds together to read unfamiliar words	approp	uently read an age priate text e.g. rey/ AR yellow			
	letter groups e.g. 'th', 'igh'	I can read red words that I come across in age appropriate texts	age ap	ead a passage of propriate text			
	Read a few common exception words	I can read words of more than one syllable	· ·	WI assessment e) at 90+ words nute			
	linked to the school's phonics scheme	I can read aloud a phonetically decodable text at an age appropriate level e.g. RWI Yellow Spr 2		ound out any iliar words tely			
	Read simple phrases and sentences	I can answer simple questions about the characters and events in a	reading	ecognise when my g doesn't make and can correct it			
	Re-read books to build up their confidence, fluency and	story I can recognise when my reading doesn't make sense and can try to correct it	· ·	ehension ons about what I			
	understanding	I can say how a character might be feeling and why		nake inferences what I have read			
		I can clearly explain what I have read	explair happer	ummarise and h what has ned so far in a am reading			



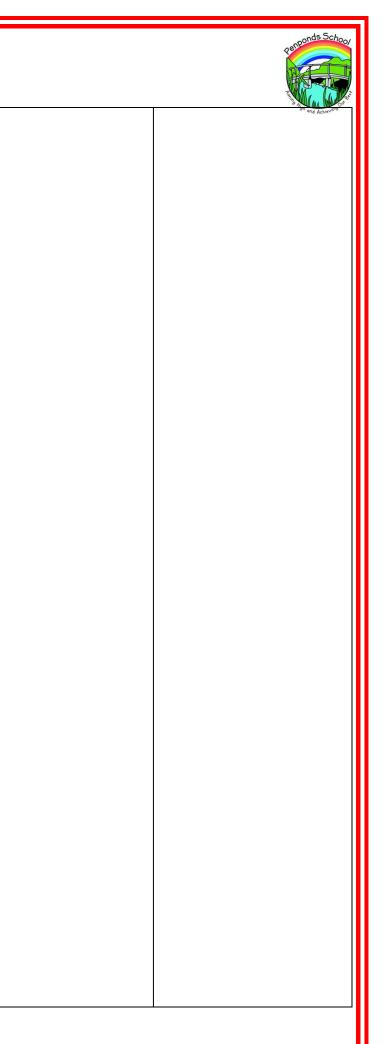
THE STATE					Reading	
Y3	Read individual	I use phonics as my first		ad accurately	I can read aloud with confidence	
	letters by saying	strategy to work out words		of two or more	understanding how to use a range of punctuation	
	the sounds for	that I do not know	syllable	s e.g. helicopter		
	them (Set 1)				I can read age appropriate books	
	()	I can respond speedily to		ad most words	with confidence and fluency	
	Blend sounds	graphemes for all 40+		ing common	I can read tricky words with	
	into words to	phonemes (e.g. RWI Set 1, 2	suffixes	s e.g. ing, ed	unusual correspondences	
		and some Set 3)			between spelling and sound	
	read short			ently read an age		
	words	I can blend sounds together		riate text e.g. RWI	I can recognise where words are	
		to read unfamiliar words	grey/ A	R yellow	an exception to the rule	
	Read some				I can use prefixes, suffixes and	
	letter groups	I can read red words that I		ad a passage of	root words to clarify word	
	e.g. 'th', 'igh'	come across in age		propriate text (e.g.	meaning.	
	0,0	appropriate texts		sessment passage)	I can clarify word meaning using	
	Read a few		at 90+ v	words per minute	the context of the word	
	common	I can read words of more				
		than one syllable		und out any	I can use alphabetically ordered	
	exception words			liar words	text to find information	
	linked to the	I can read aloud a	accurat	ely	I can identify the features of	
	school's phonics	phonetically decodable text			different text types	
	scheme	at an age appropriate level		cognise when my		
		e.g. RWI Yellow Spr 2	-	doesn't make	I can use organisational devices to find information	
	Read simple		sense a	nd can correct it		
	phrases and	I can answer simple			I can comment on the choice of	
	sentences	questions about the	l can an		language that is used	
		characters and events in a		hension questions	I can empathise with a character	
	Re-read books	story	about v	vhat I have read	i can empatrise with a character	
				- ! f	I can justify my predictions and	
	to build up their	I can recognise when my		ake inferences	inferences using evidence	
	confidence,	reading doesn't make sense	about v	vhat I have read	I can evaluate a text with	
	fluency and	and can try to correct it	1.0-1		reference to its text type	
	understanding			mmarise and	I can begin to identify different	
		I can say how a character		what has	points of view in a text	
		might be feeling and why		ed so far in a book	L can cay why books by the came	
			l am rea	aaing	I can say why books by the same author are similar	
		I can clearly explain what I				
		have read			I can start to recognise how a text	
					relates to its historical or cultural	
<u>.</u>					setting	

Ir

ponds Schoo/



Perponds Sc	thoo/					Reading			
gh and Achieva	м. VЛ	Read individual	I use phonics as my first	I can rea	ad accurately	I can read aloud with confidence	I can read	d all the words on	
	Y4	letters by saying	strategy to work out words		of two or more	understanding how to use a	the year	3/4 spelling list	
		the sounds for	that I do not know	syllable	s e.g. helicopter	range of punctuation			
						I can read age appropriate books		d age appropriate	
		them (Set 1)	I can respond speedily to	l can rea	ad most words	with confidence and fluency		h confidence and	
			graphemes for all 40+		ing common		fluency		
		Blend sounds	phonemes (e.g. RWI Set 1, 2		e.g. ing, ed	I can read tricky words with	L can ido	ntify the features	
		into words to	and some Set 3)			unusual correspondences		ent fiction and	
		read short		l can flu	ently read an age	between spelling and sound	non- ficti		
		words	I can blend sounds together		riate text e.g. RWI	I can recognise where words are			
			to read unfamiliar words		R yellow	an exception to the rule	I can use	skimming,	
		Deed come			n yenow		scanning	and text marking	
		Read some	I can read red words that I	l can re	ad a passage of	I can use prefixes, suffixes and root words to clarify word			
		letter groups	come across in age		propriate text (e.g.	meaning.		knowledge from	
		e.g. 'th', 'igh'	appropriate texts		sessment passage)			ading to support	
					vords per minute	I can clarify word meaning using	my ideas		
		Read a few	I can read words of more		vorus per minute	the context of the word	l can see	k out clues in a	
		common	than one syllable	l can so	und out any	I can use alphabetically ordered		nprove my	
		exception words			iar words	text to find information	understa		
		linked to the	I can read aloud a	accurat					
		school's phonics	phonetically decodable text	accurat	сту	I can identify the features of		nment on the	
		-	at an age appropriate level	I can re	cognise when my	different text types		language that is	
		scheme	e.g. RWI Yellow Spr 2		doesn't make	I can use organisational devices	and char	ouild suspense	
					nd can correct it	to find information		deler	
		Read simple	I can answer simple	Sense a			l underst	and how the	
		phrases and	questions about the	l can an	swer	I can comment on the choice of language that is used		ants the reader	
		sentences	characters and events in a		hension questions	language that is used	to respor	nd	
			story		vhat I have read	I can empathise with a character			
		Re-read books	story					nmarise key	
		to build up their	I can recognise when my	l can ma	ake inferences	I can justify my predictions and	points		
		confidence,	reading doesn't make sense		vhat I have read	inferences using evidence		anico thomas	
		· · · · ·	and can try to correct it			I can evaluate a text with		ognise themes inge of books	
		fluency and		l can su	mmarise and	reference to its text type		inge of books	
		understanding	I can say how a character		what has	I can begin to identify different	I can reco	ognise some	
			might be feeling and why		ed so far in a book	points of view in a text	forms of	-	
			ingit be reening and wry	l am rea		I can say why books by the same		-	
			I can clearly explain what I	1 ann lea		author are similar		nment on word	
			have read					which express	
			nave reau			I can start to recognise how a	feelings/	moods/attitudes	
						text relates to its historical or cultural setting		erstand different	
						cultural setting		ts in a text	
							poin		



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

Patronds Schoo/					Reading		
Y6	Read individual letters by saying the sounds for them (Set 1) Blend sounds into words to read short words Read some letter groups e.g. 'th', 'igh' Read a few common exception words linked to the school's phonics scheme Read simple phrases and sentences Re-read books to build up their confidence, fluency and understanding	I use phonics as my first strategy to work out words that I do not know I can respond speedily to graphemes for all 40+ phonemes (e.g. RWI Set 1, 2 and some Set 3) I can blend sounds together to read unfamiliar words I can read red words that I come across in age appropriate texts I can read words of more than one syllable I can read aloud a phonetically decodable text at an age appropriate level e.g. RWI Yellow Spr 2 I can answer simple questions about the characters and events in a story I can recognise when my reading doesn't make sense and can try to correct it I can say how a character might be feeling and why I can clearly explain what I have read	words of syllable I can re contain suffixes I can flu approp grey/ A I can re age app RWI ass at 90+ v I can so unfamil accurat I can re reading sense a I can an compre about v I can su explain	cognise when my doesn't make nd can correct it swer hension questions what I have read ake inferences what I have read mmarise and what has ed so far in a book	ReadingI can read aloud with confidence understanding how to use a range of punctuationI can read age appropriate books with confidence and fluencyI can read tricky words with unusual correspondences between spelling and soundI can recognise where words are an exception to the ruleI can use prefixes, suffixes and root words to clarify word meaning.I can clarify word meaning using the context of the wordI can use alphabetically ordered text to find informationI can use organisational devices to find informationI can comment on the choice of language that is usedI can empathise with a characterI can evaluate a text with reference to its text type I can begin to identify different points of view in a textI can say why books by the same author are similar	I can read all the words on the year 3/4 spelling list I can read age appropriate texts with confidence and fluency I can identify the features of different fiction and non- fiction texts I can use skimming, scanning and text marking I can use knowledge from wider reading to support my ideas I can seek out clues in a text to improve my understanding I can comment on the choice of language that is used to build suspense and character I understand how the author wants the reader to respond I can summarise key points I can recognise themes from a range of books I can recognise some forms of poetry I can comment on word choices which express feelings/moods/attitudes I can understand different	I can woo pronoun same spo using ser I can rea texts wit fluency I can rea sentence accuracy I can res sophistic when I re I can dis narrative I can dis narrative I can sun from mu I can con evaluate types I can dra from diff text I can ide on figura descripti as well a language I can des style I can con evaluate
		nave reau			I can start to recognise how a text relates to its historical or cultural setting	viewpoints in a text	l unders reflect th of when



vork out how to unce words with the spelling correctly sentence context

ead age appropriate vith confidence and y

ead complex ices with fluency and cy

espond to ticated punctuation I read

liscuss complex ive plots

ummarise key points nultiple paragraphs

ompare, contrast and te different text

Iraw information Ifferent parts of a

lentify and comment trative and otive language choices I as non-fiction ge choices

escribe an author's

alk about themes in which link to other

ompare the openings els

erstand how texts the time and culture on they were written I can read age appropriate books with confidence and fluency (including whole novels)

I can read aloud with intonation that shows understanding

I can use a range of strategies to work out word meaning

I can explain and discuss the meaning of what I have read using evidence

I can draw on inferences to reach opinions and justify these with evidence

I can make comparisons within and across texts

I can evaluate how authors use figurative and non-fiction language for a purpose

I understand abbreviations, colloquialisms and specialist vocabulary

I know the difference between fact and opinion

I can identity explicit and implicit points of view

I can make predictions using detailed knowledge of text types

I can compare and contrast author's styles

I can discuss themes and conventions in and across a wide range of writing



Building on Phonics – Shared Reading Question Progression

Our officer Trues	<u>KS1</u>	<u>K</u>	<u>S2</u>
Question Type	Year 1 and 2	Year 3 and 4	
	What doeslook like?	Name the	Find phras
	What colour is?	What is?	Find
Copy Cal	What animal is?	Find and copy	Sequ
	Where didgo?	Copy a word which	even
	Why didrun away?	Match the	True
	Find and copy	Tick which	Annc
	Find two words which show that	Fill the gap	Corre
		Copy and complete	



Year 5 and 6

and copy and se...

a synonym for....

uence the following nts...

e or False...

otate the....

ect the...



	<u>KS1</u>	K	<u>(S2</u>
Question Type	Year 1 and 2	Year 3 and 4	
	How can we tell that?	How do you?	Can y
	How didknow?	Did?	Why
Text	Doeslike?	Why does?	Using
Detective	How do you know?	How does?	your a
	Why? (where inference must be used to find this)	Explain what?	Provid true d
A HAR	Is this fiction or nonfiction?	What type of text is this?	Can y
	How do you know?	How do you know?	What
	How do you know?	Using evidence from the	about
		text, explain	Why i
			Categ
			with j



Year 5 and 6

- you explain...?
- did...?
- g evidence to justify answer, explain...?
- viding evidence, is it or false that...?
- you determine...?
- it can you infer ut...?
- is it significant that...?
- gorise the text type justifications...



	<u>KS1</u>	<u>K</u>	<u>S2</u>
Question Type	Year 1 and 2	Year 3 and 4	
	Why does the author use the word?	Why does the author use the word/phrase?	For w autho
Author's Craft	How does the author show us that it is an exciting part of the story? Why has the author	What does the author tell the reader with the word? What impression do you	Why use How
	used?	get from?	What autho
	Why iswritten in capitals/in bold?	The author included the word/phrasewhy?	How signa
		How does the author make the reader feel by using?	For w autho
			How choic



Year 5 and 6

what purpose does the or...?

does the authordespite it being..?

does the author...?

at image does the or build by...?

v does the author al...?

what effect does the nor...?

has the author's ce of words...?

2stponds School

Reading

	<u>KS1</u>	<u>K</u>	<u>S2</u>
<u>Question Type</u>	Year 1 and 2	Year 3 and 4	
Fudge and Torg	How would you feel if? Would you like to? Do you agree with? Do you thinkwould be a nice friend to have? What would your favourite be? Why? Would you like to have lived in this place/time?	If you werehow would you? Do you think? Predict what Why, in your opinion, does? What do you think is meant by? Do you agree or disagree? In your opinion, should?	Agree Justify Yes/Na your v Using your id Do you signific Reflect Identif Consid knowle book
			Contra

Year 5 and 6

e or Disagree? y your opinion

No/Maybe.....Explain viewpoint

g evidence to support ideas, predict...

bu think there is any icance in...

ct on....

ify a key theme which...

idering your wider ledge of the ...explain...

bare...

rast...



Penponds School Reading Spine

Reception - Carn Brea Class.

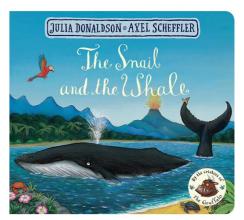
These books will compliment your child's learning in school. These books are recommended to be shared with your child.

<image/>	Autumn Spring	ReceptionBedtime for BatmanSuperwormTraction ManThe Snail and theWhaleThe HungryCaterpillar	SUPERWORM
<image/>	Summer	<u>Scarecrow's</u> <u>Wedding</u> <u>The Storm Whale</u> <u>Rainbow Fish</u> <u>Lost and Found</u>	THE STORM WHAL

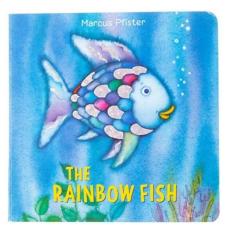














Penponds School Reading Spine

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		MICHAEL FOREMAN		Year B	
Autumn	Jack's Fantastic Voyage	JACKS Fantassie Veyage	100 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Autumn	Wild
	<u>Ocean Meets Sky</u>				The T
	Meerkat Mail				One [
Spring	Jasper's Beanstalk	MEERKAT	JASPER'S BEANSTALK	Spring	The M
	Tidy	Conty Cowett			Beegu
	Hansel and Gretel	Mercellows	Nick Butterworth and Mick Inkpen		Here
Summer	Rumplestiltskin		Bog Baby		<u>on Pla</u>
	Sally and the Limpet	Pero Pero Pero	Bog Baby	Summer	<u>Bog B</u>
			, Jenne Hillis - Gwen Milward 📻		Dinos
	Alba the Hundred Year Old Fish	JULIA & DONALDSON			
		Construction of the ordered	Status		Dear



<u>: Tin Forest</u> e Day on our Blue Planet <u>Marvellous Moon Map</u> egu re we are, Notes for Living Planet Earth Baby osaur Diary ar Dinosaur



Penponds School Reading Spine

Year 3 and 4 - Trencrom Class.

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

Year A

Year	B

Autumn	Egyptian Cinderella - Shirley Climo	STONE AGE	Autumn	The Grea
	The Time Travelling Cat and the Egyptian	CAT C		Cherry
	<u>Goddess - Julia Jarman</u>			The Ciple
	<u>Varjak Paw – SF Said</u>	JULIA JARMAN		<u>The Girl</u> Nizrana f
	<u>Awful Egyptians</u>	KATHERINE RUNDELIK		Explorer
Spring	<u>The Astounding Broccoli Boy - Frank</u>			
	<u>Cottrell Boyce</u>	EXPLORER Varjak Paw SF Said	Spring	Dolphin B
	<u>Giant - Kate Scott</u>	Jacquettine Wilson Histiraled by Back Reflection Nethologenet allower biologies films		The Boy
		TANKE OF THE SMARTHES PRIZE COLD AWARD		Shephero
	<u>George's Marvellous Medicine - Roald</u> Dahl	TREEHOUSE		
Summer		TREETING		<u>Greta an</u>
	Empire's End - A Roman Story -Leila		Summer	Stone Ag
	Rasheed		Jummer	STORE AS
	Romans on the Rampage - Jeremy Strong	ANDY GRIFFITHS TERRY DENTON		Stig of t
	The 13 Storey Treehouse - Andy	BOY		The Wild
	Griffths			Wormell

EGYPTIANS



<u>eat Kapok Tree - Lynne</u>

<u>rl who stole an Elephant -</u> a Farook

<u>er – Katherine Rundell</u>

<u> Boy- Elizabeth Laird</u>

y Who Grew Dragons –Andy erd

and the Giants - Zoe Tucker

<u> Age Boy - Satoshi Kitamura</u>

the Dump - Clive King

ild Girl - Christopher II



Penponds School Reading Spine

Year 5 and 6 - Tregonning Class.

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

Year A		Mar Brany Calling	Year B	
Autumn	Who Let the Gods Out? - Maz Evans	GODS	Autumn	<u>Letters fro</u> <u>Carroll</u>
	<u>Percy Jackson series – Rick</u> <u>Riordan</u>	Marcus Sedgwic FLOODLAND		<u>Goodnight</u> <u>Magorian</u>
Spring	<u>Beasts of Olympus: Beast Keeper</u> Floodland by Marcus Sedgwick	Emma Carrol		Friend or F
Spring	Run Wild by Gill Lewis	COCHEART	Spring	<u>Cosmic - Fr</u> Fortunately
Summer	<u>The Last Bear by Hannah Gold</u> <u>Vicious Vikings - Terry Deary</u>	PETER KONZE	L. MAR	<u>Hidden Fig</u> Black Wom
	<u>The Saga of Erik the Viking- Terry</u> Jones & Michael Foreman	MICHELLE MAGORIAN	Cummon	Margot Lee
	<u>How to Train Your Dragon Cressida</u> Cowell	Mister	Summer	<u>Cogheart -</u> <u>Hetty Feat</u>
				<u>Shackleton</u>



<u>rom the Lighthouse - Emma</u>

Mister Tom - Michelle

Foe - Michael Morpugo

rank Cottrell Boyce

ly The Milk - Neil Gaiman

gures: The True Story of Four nen and the Space Race e Shetterly

<u>- Peter Bunzl</u>

<u>ither - Jacqueline Wilson</u>

<u>n's Journey - William Grill</u>



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

	Here's how we will help.
Attention Deficit Hyperactivity Disorder	 Using a non-confrontational approach and listening to theindividual 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 supportchildren with their concentration. Ensure the child is positioned carefully so that teacher has easy access for support.
Anxiety	 Where possible, the child is taught by a well know adult who they have already established a trusted relationshipwith. Allow the child to be involved when choosing groups ofpartners within the taught reading session. Point, Evidence and Explanation is used consistently throughout all year groups so children become familiarwith the approach to a 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 a1:1 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 atoilet they are familiar Where possible, children are prepared when there is a change in staff member.
Autism Spectrum Disorder	 Children are encouraged to sit where they feel the mostcomfortable in the classroom. Where possible, this seating plan is not alte 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 toochallenging 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
Dyscalcula	 needed. 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	 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	 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 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.



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Hearing Impairment	 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	 Children are allowed to leave the classroom discreetly andwithout needing to get permission. Toilet passes are used for children to Positioning in the classroom allows the child to sit near tothe door so that they can leave easily.
Cognition and Learning Challenges	 Time is given to consider questions, process and formulatean answer. The opportunity is given for reading to be physically demonstrated rather than getting the child to solely relyon verbal instructions Specific, targeted praise is given so they know what theyare doing well. Support is given when managing peer relationshipseffectively, 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	 Language is purposefully kept simple and consistentthroughout 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 beensaid. Plenty of opportunity is given to communicate ideas in asmall group. Any attempt to communicate is responded to positively.
Tourette Syndrome	 Emotional reactions are filtered and adults listen andrespond with support and understanding. Children are never asked to stop their tics. Where vocal tics are prominent children are not asked toread 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	 Positive self- talk is modelled when reading. Mistakes areseen as a positive part of learning. A predictable environment with clear expectations forbehaviour is provided. Adults will calm and support if a child becomesoverwhelmed. Breakout spaces are available to all children.

	Careful consideration is given to seating, with individual considerations made discreetly and not publicly.
	 Large font materials are provided in addition to teachertalk.
Visual	There is a space provided for the child at the front of the classroom.
Impairment	The teacher leading the lesson discreetly checks in
inpaiment	regularly with the child to check their understanding.

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