



Southfields Primary School

Reading Policy



Date agreed: September 2023

Review Date: September 2025

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to:

- All teaching staff
- School governors

A copy of the policy will also be available in:

- The Staffroom
- The Head's office
- School web site

This will ensure that the policy is readily available to visiting teachers, support staff and parents.

Southfields Primary is totally committed to social justice and improving life chances for all pupils and works hard to support our most vulnerable children. We are dedicated to sharing our work and findings beyond the school to improve outcomes for as many children as it can reach and has a fully integrated hub for Speech, Language and communication and is also a Voice 21 school committed to the value of talk and Oracy. This document is fully aligned with the objectives and expectations of the Primary National Curriculum and expectations of the Primary National Curriculum and the 2021 EYFS Framework



At Southfields we believe that reading is a continual journey throughout life and that it builds on the range of experiences and knowledge that children bring to school as well as learn in school. Children learn best when they are actively engaged in the process of constructing meaning which is the key purpose of reading. Books are carefully selected and interwoven throughout our curriculum.

Our school helps children to develop a love of reading and books. We support pupils to learn to use a range of reading strategies and develop their ability to articulate and write what they have read.

As children's knowledge of the alphabetic code, automatic recognition of words and awareness of punctuation increases, they will read with greater fluency. Teachers recognise that children's personal experiences and their command of language and knowledge of text have a direct impact on comprehension and interpretation. Their grasp of vocabulary and their ability to use their increasing knowledge of grammar and text structure further enhances children's comprehension. Children explore the texts purpose, its language and features, themes and ideas and they make connections with their own experiences.

'Reading changes everything'

'Reading gives us somewhere to go when we have to stay where we are'

'You never truly finish a good book it lives in you forever'

'A book is a dream you hold in your hands'

'Reading is to the mind what exercise is to the body'

1. Curriculum intent

Reading deserves pride of place throughout the school curriculum. We want our entire school community to love and celebrate the power that books contain, as the enrichment that books bring to a child's knowledge, character and cultural awareness cannot be overstated. We believe reading and books narrow the gap between our pupils and allow them to access the world around them with increased confidence.

By placing a key focus on teaching reading, children are given the chance to discuss and share high-quality texts, whilst building a toolkit of strategies and techniques in order to help them become independent learners with a passion for books a love of reading and a gateway into the world around them without prejudice.

2. Our Whole School Approach to Reading is outlined below:

Early Reading

In the Early Years Foundation Stage (EYFS) and Year 1, teachers follow the systematic synthetic phonics (SSP) programme, *Little Wandle - Letters and Sounds Revised*. Teaching daily phonics is main focus as the route to decoding. Children practise early reading with fully decodable books three times a week with a focus on decoding, reading with expression and intonation (prosody) and reading for comprehension. Classrooms provide a print rich environment which motivates children to read. The children have access to a variety of texts, including fiction, non-fiction, poetry, play scripts, environmental print, instructions and media texts which reflect their needs, interests and lived experience.

For those pupils who have successfully completed the phonics Little Wandle programme Year 2 and into Key Stage Two (KS2), we use a planned approach to reading development across the school which has clear progression and text appropriate to the pupils level of development. In addition to this we use documents such as '*Improvement of Comprehension and Enjoyment of Reading Document*' and '*Text Detectives*' which both support inference training to widen their comprehension of texts. Pupils are given ample opportunities to research and manage information, using a range of reading material, including digital sources.

3. Progression in Reading Overview

We set out our Reading curriculum into Long, Medium and Short-term plans to support our pupils. The **long-term plan** provides the overview, the **medium-term plan** bridges the gap between the broad outline of the long-term plan and the day-to-day detail of the short-term plan and generally refer to monthly or half-termly periods. **Short-term plans** and are annotated to take account of the children's individual needs, include differentiation, assessment opportunities and make connections across and between areas of learning and ongoing evaluations.

Long-term plans

These provide a coherent overview from Reception to Year 6, enabling teachers to plan for breadth, continuity and progression throughout the school. They are organised in the documents and strategies outlined below as follows:

- ***TT Education Progression in Reading and NC (Knowledge and Understanding)***
This outlines the expected coverage for children ‘working at expected standard’ for each year group in word reading, comprehension and themes, conventions and content of texts.
- ***‘Improvement of Comprehension and Enjoyment of Reading Document’ and Text Detectives (Skills)***
This outlines cumulative and interlinked reading skills which are matched to the reading book-band level of children see App. 1

The whole school strategy for reading from Year 2 onwards is to focus each day during reading lessons on specific reading skills as outlined below within the lessons the teachers share interesting text and pupils have many opportunities to read, write and talk about books and text.

Daily throughout all lessons we link books to our wider curriculum as part of starters and hooks into learning with our chosen star books. We have daily reading lesson for 45-60 minutes where we share text, books and teach specific skill, knowledge and understanding to support pupils learning. We also read to the pupils with reading lighthouse whole class readers at the end of each day for 15-20 minutes. As a voice 21 school, Oracy and talk is rich and books provide a fantastic starting point. In phase music singing lessons, we teach pupils songs/lyrics each week which again expands their vocabulary and understanding in reading (we focus on emotive and figurative language in these assemblies).

Monday	Tuesday	Wednesday	Thursday	Friday
Oracy Prosody Physical Strands Drama Listening	Retrieval Inference Vocabulary Question Stems	Comprehension Vocabulary Find and Copy Words Phrases Similarities Justify Direct	Application of skills – linked to Wednesday taught skill Introduction of cold text extensions	Reading for Pleasure Audio books Library visit Parental engagement Story Sacks Reading Buddies

Medium-term plans

We have set out an overview of books and specific teaching and learning in our half termly progression grids App. 2

- ***Word Aware and Voice 21 - Vocabulary and Oracy***

To be a successful reader and writer, children need to have command of a rich variety of words. At Southfields, we use a whole school inclusive and adaptable approach to word learning through Voice 21 and Word Aware. As well as learning through well-planned learning activities, Our Voice 21 and Word Aware gives teachers a consistent structured approach to teaching vocabulary across the curriculum.

- **Reading Lighthouse and Story Time**



Children of all ages should benefit from the pure enjoyment of sharing a story. The purpose of this daily time, is to entertain, to inform, to share ideas as part of a community and to instil a love of books. Within in these sessions we invite visitors including authors, parents and make links to the wider community to also inspire the pupils.

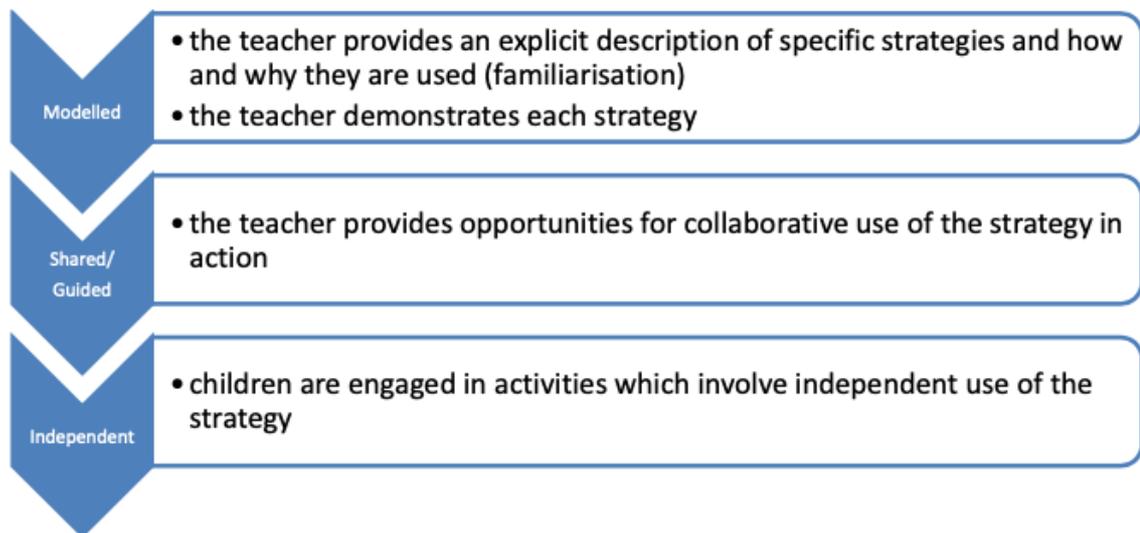
4. Specialist school for Speech, Language and Communication School

- We are a highly committed school who works within and beyond our own setting to support other schools with SLCN we are also proud of the following specialisms.
- Accredited Elklan Friendly School
- Dyslexia Friendly School with a specialist teacher
- Makaton Delivery Hub and Makaton Friendly School 2023
- PEX accredited school
- Colourful Semantics

Southfields is a hub of expertise for speech, language and communication delivering CPD and support within and beyond our school. We have achieved the Elklan Friendly Schools Award and are trained to level 4. We support Makaton training and PEX within our own school and beyond. We also have a specialist teacher for dyslexia and dyscalculia and we are working towards the Dyslexia Friendly Quality Mark. The school's procedures and systems will ensure teaching staff are empowered to support a range of diverse learning needs in mainstream settings. The school recognise that teaching staff, as individuals, are key to the success of students overcoming their difficulties. Changing practise to accommodate individuals with additional needs, results in good practice for everyone. This is central to the current inclusion debate.

5. Teaching Approaches

Teachers need to use a range of teaching approaches, selecting the most appropriate at any given time.



EYFS & Y1 Reading Practice

While children are still mastering the alphabetic code, they will have the opportunity to practice reading books that are matched to their secure phonic knowledge at least 3 times a week, usually as part of a group, but also one-to-one for targeted children. This starts as soon as children are able to blend sounds to read words - usually the Autumn term of Reception - and continues throughout Reception and Y1. We assess regularly through our 'Little Wandle' heat maps and any child falling behind are provided with effective keep-up support from two highly experienced teachers with a specialist in phonics and reading.

Key Features:

Each practice session is designed to focus on a **different reading skill**:

- Decoding the text and application of a 'Text Detectives (1)' reading strategies which supports independence, active problem-solving
- Prosody (reading with meaning, stress and intonation)
- Comprehension – to understand and interpret the text

Y2 onwards - Modelled and shared Reading

From Y2, children are introduced to more comprehensive strategies called '*Text Detectives (2)*'. These skills include making links, predicting, asking questions, visualising, thinking like a detective (inferring), noticing a breakdown in meaning and rereading to repair it, strategies to identify and work out meaning of Very Important Phrases (VIP), putting the gist together.

Children experience '*Text Detectives (2)*' strategies as part of a discreet whole class or group session at least once a week. The skills are transferred into the reading elements

of literacy lessons and other reading activities across the curriculum. The consistency of approach across the school means children have a shared vocabulary for talking about reading and they deepen their understanding.

During shared whole class reading, children participate in reading, focusing on specific learning intentions and practise skills in context. Using a variety of texts, fiction and non-fiction children are given the opportunity to apply a range of strategies with teacher support.

Key Features of modelled and shared reading:

- each session has a planned focus that involves one or more reading skills from Text Detectives and the learning intention is shared with the children
- text should be clearly visible to all children
- a selected range of relevant and motivating fiction and non-fiction texts should be used
- texts should be more challenging than the children's own reading level, but within their comprehension level
- illustrated texts should support and enhance meaning, if appropriate to reading level.
- sessions should be short (20-30 minutes) and enjoyable
- sessions may be whole class or group
- Children from Y2 onwards who are working below age related expectations will continue to access phonics teaching and regular reading practice as outlined for EYFS and Y1 expectations.

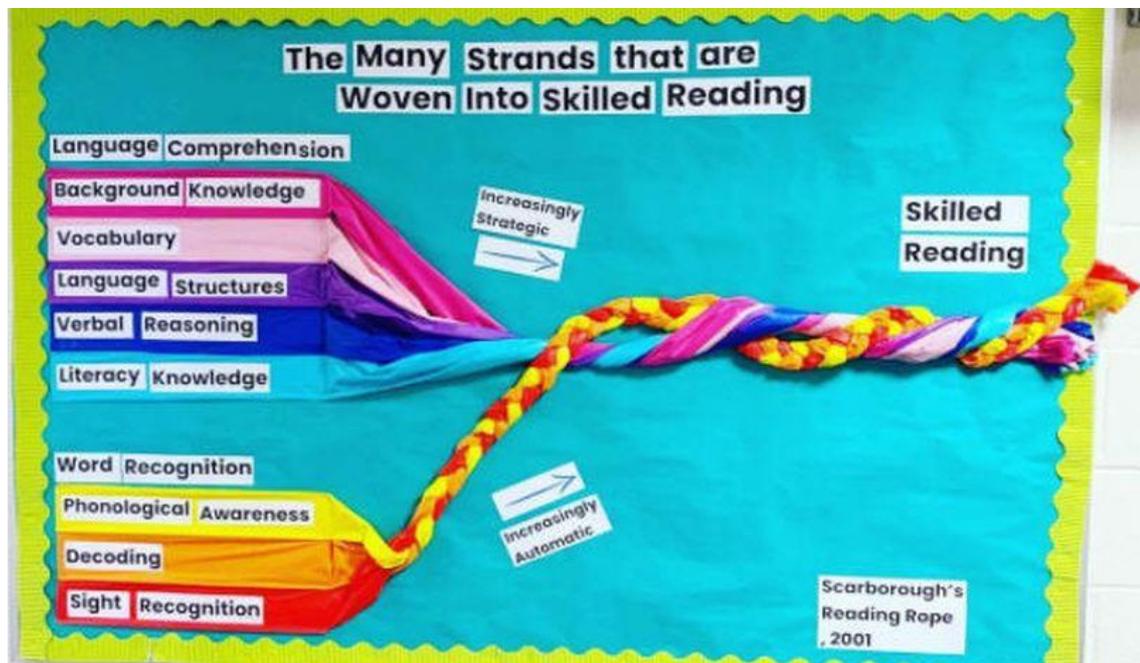
Independent Reading: Reading Book-Bands

Parents/carers have an important role in practising fluency with their children. We provide a balance of books to send home for early readers, including:

- a fully decodable book matched to the child's phonic stage that they can read independently (This includes Little Wandle books in Reception and Year 1).
- a colour 'book banded' book which children can read at 'instructional level' (i.e. with 90-95% accuracy), selected from the book areas.
- a reading for pleasure book that they can share and enjoy, talk about and have read to them by their parent/carer or enjoy reading themselves. There are many books to select from and areas to choose from this may be a reading for pleasure book, cultural diversity book, poetry book, we also have the top 100 books for each year group the children can select from with our love books displays.
- At Key Stage 2, the emphasis is on broadening the range of reading and deepening understanding. Opportunities should be provided to allow children to share their reading experiences with others, to talk about stories, ideas, favourite authors, likes or dislikes.
- Displays within classes in the book corners and throughout the school promote reading and develop an evolving interest for pupils.

6. The Many Strands that are Woven Into Skilled Reading

Reading broadly incorporates word recognition and language comprehension. These two aspects of reading involve a number of strands that are illustrated in this diagram:



Education Endowment Foundation, Improving Literacy in Key Stage 2

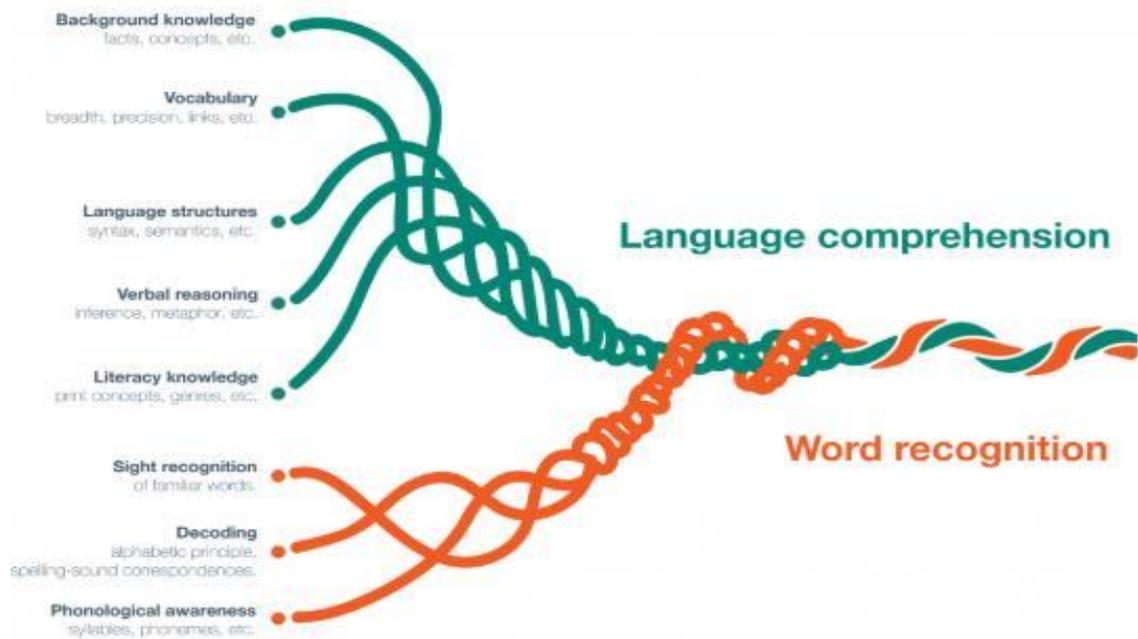
Word Reading

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words (sight vocabulary). Underpinning both, is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to pupils who are new to English.

Word Recognition comprises of three elements:

- Sight words
- Decoding strategies
- Phonological awareness

FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING



Sight Recognition	Common exception words – words that are high in frequency but do not always contain graphemes which are not easily blended High Frequency Words that can be blended and contain graphemes which the children can sound talk to read.
Decoding Strategies	Decoding is the process of translating print into speech by rapidly matching a letter or combination of letters (graphemes) to their sounds (phonemes) and recognising the patterns that make syllables and words.
Phonological Awareness	Phonics lessons Phonics lessons focus on the teaching of grapheme and phoneme correspondence which develops into being able to pupils being able to read and spell words.

7. Explicit strategies for successful readers

We invite children to become ‘Text Detectives’ where they learn strategies through every element of their reading and more recently the school has agreed to pilot the use of Infant Language Links (As part of our speech and language Hub specialism) ‘Lexia’ Reading for year 2 EEF, FFT Reciprocal Reading Year 5 and Year 6 these will all be implemented 2023-24 as part of our strategy to further improve reading throughout the school.

Children’s reading abilities develop at different rates and their readiness to adopt new strategies will depend upon the language and content of the texts they are reading. Reading strategies are therefore introduced according to children’s reading stage to match the demands of the texts they are reading. The strategies are outlined below, alongside the book-band colour to which they relate.

During Year 2, children are introduced to more complex strategies, to support comprehension:



Making Links

- Making connections with personal experience (text-to-self)
- Making connections with other texts (text-to-text)
- Making connections with the wider world (text-to-world)



Predict, Ask

- Predict the purpose of the text or say what might happen next:
- Ask questions to clarify thinking:
 - 'I think this is about ...'
 - 'I wonder if ...'
 - 'It says ... so, I think ...'
- Confirm or adjust



Visualise

- Create mental images or 'mind pictures' as they read to help:
 - Remember what's happening
 - Link parts of a book together
 - Enjoy reading more
 - Build meaning to get the gist



ID 'Very Important Phrases'

- Text mark to identify key words and phrases rich with meaning
- Link parts of words to something they know, e.g. root word, prefix, suffix meanings and elaborate
- Replace an unfamiliar word with a possible synonym and reread the sentence to see if it makes sense



Notice Breakdown ...

- Check for sense and notice when meaning is lost
- Ask questions, make pictures in their heads and notice when something jars or doesn't connect with this image
- Be aware of what they do and do not understand



...And Repair It!

- Go back 2 or 3 sentences, re-read, making *mind pictures* and using background knowledge to collect clues
- Clarify and elaborate to connect to the part where reading broke down
- Look at key words in the sentence to build understanding.



Infer (think like a detective)

- 'Read between the lines' to interpret deeper meaning, using picture cues, what characters do/say how they say it, punctuation, print features
- Watch out for the important parts and link them together, sometimes within a single sentence, sometimes spread over



put together the gist

- Read a section of text to put the main ideas in their own words
- Use prompts such as:
 - the story takes place ...*
 - the characters are ...*
 - a problem occurs when ...*
 - these instructions tell us how to ...*
 - this report is about ...*
- Eliminate unnecessary info



Research

- Locate and select info for a purpose
- Know that info can be found in different sources
- Use organisational features, e.g. contents page, index, glossary, alphabetic knowledge, headings to locate information
- Use visual features, e.g. photographs, diagrams, to interpret specific info

8. Developing fluency and expression

Reading should be fluid and efficient if it is to be useful and enjoyable. Fluency has been defined as ‘the freedom from word identification problems that might hinder comprehension.’

(The Literacy Dictionary – The Vocabulary of Reading and Writing)

Fluency and expression need to be modelled on a regular basis. Children need to listen to a wide range of genre, with a rich variety of language so that they are captivated by reading. Their attention should be drawn to the techniques used by the reader to engage the listener, e.g. asking them to:

- think about what good readers do to keep the listener interested
- give examples of how this has been demonstrated by the teacher
- children need many opportunities to practise reading fluently and expressively for different purposes and audiences.
- reading for pleasure from book boxes, libraries, poetry collections, etc.
- reading poems aloud and by heart; whole class, small group or individually.
- reading play-scripts.
- making presentations, e.g. reading reports, reading in assembly, reading own writing
- listening to audio-books/digital texts
- participate in scaffolded reading experiences, e.g. readers’ theatre
- record and listen to their own reading.

9. Assessment and intervention

Assessment is an integral part of the learning process. This includes **formative assessment**, which is gathered as part of daily teaching to determine progress and the appropriate teaching focus for future learning. Teachers draw on a range of methods to assess children’s reading development, including observations (planned and spontaneous), questioning/discussion, miscue analysis of book banded books and comprehension questions to accurately track and assess pupils’ reading progress.

Teachers also gather **summative assessment** that measures progress over a period of time from the sources above as well as from computer adaptive and standardised tests, such as SATs Papers, PiXL tests, Rising Stars, Nelly, EYFS statutory testing. Using all this information the teacher makes a teacher assessment, referencing a National Curriculum ‘Stage’, e.g. ‘working towards standard’, ‘working at standard’ or ‘exceeding standard’. We use PiXL to identify gaps in learning as well as the ready to progress guidance. We also have ‘Little Wandle’ three weekly assessments, Heat Map assessments for phonics and keep up sessions leading on from these summative to formative assessments.

We use NELI to support language development in EYFS and this is assessed regularly and we provide small group catch up to ensure our learning narrow the gap quickly and

expand their vocabulary and understanding of words and their meaning through context, real life experimental group work facilitated by adults. We take part in national research projects and are working with Language for Learning in 2023-24. We also host training speech and language therapists from local universities to support their understanding of school context support for speech and language development.

The outcomes of the assessments made, form the basis for future target setting at individual, group, class or whole school level. Effective assessment enables teachers to target children who are in danger of falling behind. Each class teacher supports children in accessing additional support where needed. This may be one-to-one, groups or year group interventions, or could also be with supported spellings or phonics intervention, or specific SEND targets with Precision teaching, Project X code and targeted guided reading see below:

Targeted Guiding Reading Groups Year 2 and KS2

Guided groups are where the focus is still on the content domains, but the texts have been selected to reflect the needs of the children. The texts are high interest texts to ensure engagement. As a school we identify (through assessments) those children who are below age-related in reading and devise the groups of children based on results from these assessments. These small groups receive focused teaching additional to the main reading lessons but this aspect of intervention is separate from the main class this can be after school, before school or periodically throughout the week to support rapid catch up. The groups are provided with books that support and meet their specific needs and improve engagement, we also work closely with parents/carers to further support these catch up programmes with word tins, High Frequency words, Five-minute box and other reading activities. In catch-up we would expect parental support with daily practice at home or where this is not supported we use our school reading buddies.

The teaching adults/assistants are provided with pre-planned lessons from PiXL, published schemes or teacher-based lesson plans using the ready to progress criteria. with a range of tailored questions to support children in developing their understanding of the content domains. These books generally last for 1-2 weeks. The work around these books is monitored by the Reading leader (SENCo where needed). The groups are allocated an area of the school. The adult leading the group are also encouraged, when appropriate, to go beyond the formal planning and provide additional input for the children in order to make rapid progress because they know them well.

The work provided for the groups have been designed around the V.I.P.E.R.S. framework (vocabulary, inference, prediction, explanation, retrieval, summarise). This mirrors the Language Comprehension Domains that are being taught in the classrooms (KS2) with whole-class reading. The V.I.P.E.R.S. system provides a supportive stepping stone to allow children to re-join the class once they have gained the appropriate level of confidence and necessary improvements with reading. The groups are monitored termly. Records, work and feedback are collected and shared with the class teachers daily so that they can ensure reading is a holistic approach.

These groups are reviewed every term and, if children need a different challenge, the groups are re-adjusted. The groups provide a safe framework for the children to succeed - but ultimately the goal is for the children to be able to complete the work in the main class sessions and catch up.

V.I.P.E.R.S. framework (vocabulary, inference, prediction, explanation, retrieval, summarise):



Examples of Reading Statements for Pupil Individual Assessments

Teacher		Name:	
Band R Individual Reading Log Southfields Primary School			
3 - 4 Years	Reception Reading Objectives	Early Learning Goals	
<p>Understand the key text concepts about print:</p> <p>A. print has meaning B. print can have different purposes C. we read English text from left to right and from top to bottom D. the names of the different parts of a book + page numbering</p> <p>Develop their phonological awareness, so that they can:</p> <p>E. spot and segment phrases F. spot or identify the word G. recognise words with the same initial sound, such as monkey and mother</p>	<p>1) Read individual letters by saying the sounds for them.</p> <p>2) Blend sounds to try words, so that they can read short words made up of known letter-sound correspondences.</p> <p>3) Read some letter groups that each represent one sound and the sounds for them.</p> <p>4) Read a few common exception words matched to the school's phonics programme.</p> <p>5) Read orally phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>6) Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Comprehension</p> <p>1. Demonstrate understanding of what has been read to them by asking, stating and narrating using their own words and showing thoughtful responses.</p> <p>2. Anticipate (where appropriate) key events in stories, plays and extended recounts. Anticipate vocabulary during discussions about stories, narratives, histories and poems and during role play.</p> <p>Word reading</p> <p>A. See a sound for each letter in the alphabet and at least 10 syllables.</p> <p>B. Make simple connections with their phonics knowledge by reading, discussing and using words that are sound-structured.</p> <p>C. Read short simple sentences and books that are consistent with their phonics knowledge, including some common exception words.</p>	
Date	Focus – as outlined above	Notes	

Teacher		Name:	
Band 1 Individual Reading Log Southfields Primary School			
Word Reading Codes		Comprehension Codes	
<p>1) I can say quickly the sounds of all the letters and letter groups.</p> <p>2) I can read new words correctly by blending the letter and letter group sounds.</p> <p>3) I can read some common exception words and see when the letter sounds are different.</p> <p>4) I can read words of the same length, 5-10 and which have the endings, -ck, -th, -ed and -ed.</p> <p>5) I can read words of more than one syllable using sounds I have been taught.</p> <p>6) I can read words like Ch, Th, Sh and w and understand that the apostrophe represents the missing letter of letters.</p> <p>7) I can read some words that are common and other better phrases I have been taught.</p> <p>8) I can use the sounds I know to re-read books more fluently and with confidence.</p>	<p>A. I can say quickly the sounds of all the letters and letter groups.</p> <p>B. I can read new words correctly by blending the letter and letter group sounds.</p> <p>C. I can read some common exception words and see when the letter sounds are different.</p> <p>D. I can read words of the same length, 5-10, which have the endings, -ck, -th, -ed and -ed.</p> <p>E. I can read words of more than one syllable using sounds I have been taught.</p> <p>F. I can read words like Ch, Th, Sh and w and understand that the apostrophe represents the missing letter or letters.</p> <p>G. I can read some words that are common and other better phrases I have been taught.</p> <p>H. I can use the sounds I know to re-read books more fluently and with confidence.</p>		
Date	Focus Objectives Codes	Notes	

Teacher: _____ Name: _____		
Band 2 Individual Reading Log Southfields Primary School		
<p>Word Reading Codes</p> <ol style="list-style-type: none"> I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, fiction from the past and books from other cultures or traditions. I can read and compare events, characters, events, legends, myths and plots of stories, poems and information texts. I can discuss and compare events, characters, events, legends, myths and plots of stories, poems and information texts. I can understand what I am reading by checking if the book makes sense and finding the meaning of new words. I can find and record information from non-fiction books over a wide range of subjects. I can join in a clear reasoned discussion about the books and poems that I have read taking turns and listening to others. I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-) and suffixes (including -ness, -able, -ous) to help me understand the meaning of new words. I can read and decode further complex words by using evidence from the text. 	<p>Comprehension Codes</p> <ol style="list-style-type: none"> I can read and discuss books that are written by different authors, in different eras. I can read books that are structured in different ways for different purposes (e.g. for story purposes). I can read, enjoy and understand a wide range of books, including from our literary heritage and books from other cultures and traditions. I can discuss and compare themes, characters, events, legends, myths and plots within a book and between different books. I can read, understand and learn from a wide range of poetry, and can learn to appreciate it by heart. I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details as evidence to support my views. I can understand how language, structure and presentation contribute to the meaning of a text. I can learn about how authors use language, including figurative language, and the impact of how they present information. I can fully explain my views with reasons and evidence from the text. I can read and understand the meaning of new words that have been linked to the expectations of year 2 spelling. 	
Date	Focus Objectives Codes	Notes

Teacher: _____ Name: _____		
Band 3 - Individual Reading Log Southfields Primary School		
<p>Objectives</p> <ol style="list-style-type: none"> I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, fiction from the past and books from other cultures or traditions. I can read and compare events, characters, events, legends, myths and plots of stories, poems and information texts. I can discuss and compare events, characters, events, legends, myths and plots of stories, poems and information texts. I can understand what I am reading by checking if the book makes sense and finding the meaning of new words. I can find and record information from non-fiction books over a wide range of subjects. I can join in a clear reasoned discussion about the books and poems that I have read taking turns and listening to others. I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-) and suffixes (including -ness, -able, -ous) to help me understand the meaning of new words. I can read and decode further complex words by using evidence from the text. 	<p>Objectives</p> <ol style="list-style-type: none"> I can read, enjoy, understand and discuss books that are written by different authors, in different eras. I can read books that are structured in different ways for different purposes (e.g. for story purposes). I can read, enjoy and understand a wide range of books, including from our literary heritage and books from other cultures and traditions. I can discuss and compare themes, characters, events, legends, myths and plots within a book and between different books. I can read, understand and learn from a wide range of poetry, and can learn to appreciate it by heart. I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details as evidence to support my views. I can understand how language, structure and presentation contribute to the meaning of a text. I can learn about how authors use language, including figurative language, and the impact of how they present information. I can fully explain my views with reasons and evidence from the text. I can read and understand the meaning of new words that have been linked to the expectations of year 4 spelling. 	
Date	Focus Objectives Codes	Notes

Teacher: _____ Name: _____		
Band 4 - Individual Reading Log Southfields Primary School		
<p>Objectives</p> <ol style="list-style-type: none"> I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, fiction from the past and books from other cultures or traditions. I can read and compare events, characters, events, legends, myths and plots of stories, poems and information texts. I can discuss and compare events, characters, events, legends, myths and plots of stories, poems and information texts. I can understand what I am reading by checking if the book makes sense and finding the meaning of new words. I can find and record information from non-fiction books over a wide range of subjects. I can join in a clear reasoned discussion about the books and poems that I have read taking turns and listening to others. I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-) and suffixes (including -ness, -able, -ous) to help me understand the meaning of new words. I can read and decode further complex words by using evidence from the text. 	<p>Objectives</p> <ol style="list-style-type: none"> I can read, enjoy, understand and discuss books that are written by different authors, in different eras. I can read books that are structured in different ways for different purposes (e.g. for story purposes). I can read, enjoy and understand a wide range of books, including from our literary heritage and books from other cultures and traditions. I can discuss and compare themes, characters, events, legends, myths and plots within a book and between different books. I can read, understand and learn from a wide range of poetry, and can learn to appreciate it by heart. I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details as evidence to support my views. I can understand how language, structure and presentation contribute to the meaning of a text. I can learn about how authors use language, including figurative language, and the impact of how they present information. I can fully explain my views with reasons and evidence from the text. I can read and understand the meaning of new words that have been linked to the expectations of year 4 spelling. 	
Date	Focus Objectives Codes	Notes

Teacher: _____ Name: _____		
Band 5 - Individual Reading Log Southfields Primary School		
<p>Objectives</p> <ol style="list-style-type: none"> I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, fiction from the past and books from other cultures or traditions. I can read and compare events, characters, events, legends, myths and plots of stories, poems and information texts. I can discuss and compare events, characters, events, legends, myths and plots of stories, poems and information texts. I can understand what I am reading by checking if the book makes sense and finding the meaning of new words. I can find and record information from non-fiction books over a wide range of subjects. I can join in a clear reasoned discussion about the books and poems that I have read taking turns and listening to others. I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-) and suffixes (including -ness, -able, -ous) to help me understand the meaning of new words. I can read and decode further complex words by using evidence from the text. 	<p>Objectives</p> <ol style="list-style-type: none"> I can read, enjoy, understand and discuss books that are written by different authors, in different eras. I can read books that are structured in different ways for different purposes (e.g. for story purposes). I can read, enjoy and understand a wide range of books, including from our literary heritage and books from other cultures and traditions. I can discuss and compare themes, characters, events, legends, myths and plots within a book and between different books. I can read, understand and learn from a wide range of poetry, and can learn to appreciate it by heart. I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details as evidence to support my views. I can understand how language, structure and presentation contribute to the meaning of a text. I can learn about how authors use language, including figurative language, and the impact of how they present information. I can fully explain my views with reasons and evidence from the text. I can read and understand the meaning of new words that have been linked to the expectations of year 4 spelling. 	
Date	Focus Objectives Codes	Notes

Teacher: _____ Name: _____		
Band 6 - Individual Reading Log Southfields Primary School		
<p>Objectives</p> <ol style="list-style-type: none"> I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, fiction from the past and books from other cultures or traditions. I can read and compare events, characters, events, legends, myths and plots of stories, poems and information texts. I can discuss and compare events, characters, events, legends, myths and plots of stories, poems and information texts. I can understand what I am reading by checking if the book makes sense and finding the meaning of new words. I can find and record information from non-fiction books over a wide range of subjects. I can join in a clear reasoned discussion about the books and poems that I have read taking turns and listening to others. I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-) and suffixes (including -ness, -able, -ous) to help me understand the meaning of new words. I can read and decode further complex words by using evidence from the text. 	<p>Objectives</p> <ol style="list-style-type: none"> I can read, enjoy, understand and discuss books that are written by different authors, in different eras. I can read books that are structured in different ways for different purposes (e.g. for story purposes). I can read, enjoy and understand a wide range of books, including from our literary heritage and books from other cultures and traditions. I can discuss and compare themes, characters, events, legends, myths and plots within a book and between different books. I can read, understand and learn from a wide range of poetry, and can learn to appreciate it by heart. I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details as evidence to support my views. I can understand how language, structure and presentation contribute to the meaning of a text. I can learn about how authors use language, including figurative language, and the impact of how they present information. I can fully explain my views with reasons and evidence from the text. I can read and understand the meaning of new words that have been linked to the expectations of year 4 spelling. 	
Date	Focus Objectives Codes	Notes

10. The Reading Environment



Our school environment at Southfields actively promotes reading and there is a wealth of well organised books. The school is word and vocabulary rich and we use vocabulary knowledge mats as well as communication in print, word investigations and word wise.

In EYFS the classrooms there are visual supports for reading supported by communication in print which continues throughout the school. We promote books and reading within and beyond classes. We have both internal and external areas to access books.

We use the write stuff scheme by Jane Considine for our English Writing and this links completely to books to enhance these lessons we also use resources from the Power of Reading these approaches underpin and support raising standards in reading throughout the school.

A well resources library and celebrations of the top 100 books for each year group also promotes our reading environment.

We host Book Fayres for children and their families to attend as well as promote second-hand book swap events, further to this we have authors and illustrators visit the school who write both fiction and non-fiction books.

We promote well resourced, interesting book corners for our children to value and use daily.

We also have lighthouse areas with class sets of books for pupils to share and dictionary for English, Maths, Science and MfL where needed.

- Heart Books - Top 100 books for the year group - used by children and adults to support sharing high quality text.
- Reading for pleasure - these are books that we think the children would enjoy - these can be changed whenever pupils would like to.
- Banded books - as per sheet
- Cultural Diversity - Support teaching about diversity
- Multilingual books - Dual language books
- Poetry books - some are not banded but appropriate for a range of readers in phase
- Star Books - Teacher books to take forward cross curricular reading in lessons
- Reading lighthouse - Whole class text to share with all pupils - multiple copies

Language Learner



Give / Explain the meaning of words in context. (2a)

Fabulous Finder



Retrieve information & identify key details from fiction and non-fiction. (2b)

Super Summariser



Summarise the ideas from more than one paragraph. (2c)

Intriguing Inferer



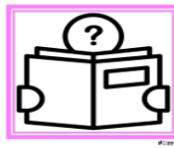
Make inferences from the text. Explain /Justify with evidence from the text. (2d)

Powerful Predictor



Predict what might happen from the details stated and implied. (2e)

Clue Collector



Identify and explain how information / narrative content is related and contributes to meaning. (2f)

Meaning Maker



Identify or explain how meaning is enhanced through the choice of words and phrases. (2g)

Curious Comparer



Make comparisons within the text. (2h)

Each class has a dedicated reading area which includes a wide variety of books (including fiction and non-fiction) that span a range of reading difficulty which is themed and updated and changed regularly to inspire the children and encourage good reading attitudes.

We have time in our curriculum for silent reading where appropriate to allow time for pupils to enjoy a book in a quiet and calm atmosphere which they may or may not have at home.

11. Monitoring of Reading

We are aware of the need to monitor and update the school's Reading Policy on a regular basis, so that we can take account of improvements made in our practice and to changes in assessments, materials and government requirements. We will therefore review this policy at least once a year and this may be more regular when needed.

We write termly about reading and focus on how leaders in each phase and year can further improve reading. These are shared with Governors and the Local Authority.

We have a link Governor for reading who meets with the English, Reading and Phonics leader to talk about the work of the school.

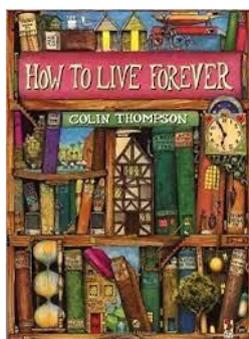
The Local Authority monitor the school and have completed observations, book scrutiny as well as listen to pupils read. We are a phonics champion school for 'Little Wandle' and host visits and training within the school. We work closely with school improvement and other schools to moderate our work and this included both internal and external moderation. We observe the teaching reading and intervention groups as well as enhance support for ECT and teachers new to the school.

12. Wider Links

As a Voice 21 school we have many links with reading and talking about reading embedded in our practice. Please see the Oracy policy for more detailed information. We are fortunate to have a stage and full lighting and sound system therefore use reading as a vehicle for choral speaking, performance, drama and shows.

Read, read, read . . .

This is our whole school mantra



If you want to live forever ...

Write or illustrate a good book and then you will live on forever.

Appendix 1

Book Bands

Progression of successful text reading through KS1 & KS2										
Band colour	Little Wandle Teaching Books Phonics	NC 2014 Agreed Southfields Standards	Little Wandle	Yr0	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
0. Lilac	Whole Class lessons Little Wandle Daily Phonics Reading Daily 1:1 support Keep up sessions Heat Maps Interventions	EYFS	N/A							
1. PINK		EYFS	Phase 2							
2. RED		EYFS	Phase 3							
3. YELLOW		EYFS	Phase 3							
4. BLUE		Year 1	Phase 4							
5. GREEN		Year 1	Phase 4							
6. Orange		Year 1	Phase 5							
7. TURQUOISE		Year 1	Phase 5							
8. Purple		Year 2	Post Phase 5 Embedding phase							
9. Gold		Year 2	Post Phase 5 Embedding phase							
10. WHITE		Year 2	Year 2 SATS Phase							
11. LIME		Year 2	Transition Phase KS1 to KS2							
Ability to access text – FREE READER phase										
12. Brown		Year 3 Onwards								
13. Grey		Year 4 Onwards								
14. Black		Year 5 onwards Mature Reader								