



Trinity and St. Michael's

Our Approach to **Reading**

2022-2023

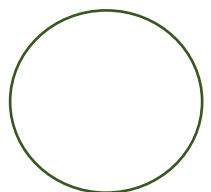
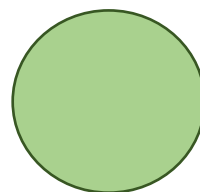
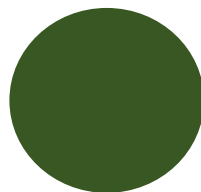
*Let the words of my mouth and the meditation of my heart be acceptable
in your sight, O Lord, my rock and my redeemer.*

Psalm 19 Verse 14

Do everything in



1 Corinthians 16:13-14



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APPENDICES inc. End points Key Learning Document for Years 1-6. National Data and TSM comparison document. List of roles and responsibilities.



1 - Intent

At Trinity and St Michaels, English language and literacy are taught with rigour and ambition to empower all children with the necessary skills to communicate, learn and articulate their own feelings and ideas. Beyond this, a deeply embedded culture, implemented by a passionate and highly skilled staff team, has been established that champions reading and learning for pleasure. Pupils are therefore well equipped to fully explore our rich and broad wider curriculum, enabling the acquisition of skills and interests that, in turn, allow all children to pursue happy and successful futures.

Our Reading curriculum focuses on developing the skills of: phonics, decoding, fluency, comprehension and analysis. Through this model, we develop skilled readers who are able to maximise the impact of reading a wide range of texts. Alongside this, we employ a variety of resources and staff innovation to ignite pupils with a passion for reading. We offer a diverse mix of books that appeal to the interests of pupils, as well as providing assessed, focused books to work on their personal reading targets.

2 - Implementation

Reading is an area of the highest priority at TSM. From phonics and early reading, to offering the widest range of quality texts to develop and inspire older readers, we implement the following measures:

Phonics and Early Reading (including catch-up)

- Phonics permeates our whole curriculum, with sounds and spelling rules discussed across all age groups.
- Phonics catch-up intervention is used in YR, Y1 and Y2 to ensure pupils meet their age related expectations in reading. This continues into Key Stage Two, however other methods are explored if pupils show barriers to learning phonics.
- SEND pupils are given support extra to their class work.
- Systematic Synthetic Phonics is taught daily in YR and Y1 following the Little Wandle programme of study. This includes supplying pupils with high-quality books that target their immediate phonics learning phase and sounds. This scheme is used because of its simplicity and its aim of reducing the cognitive load of learners (*See Phonics Policy).
- Teachers deliver lively sessions with creative approaches that include explicit teacher modelling of skills – ongoing monitoring of standards and staff training ensures consistency of approach.
- Progress is measured regularly, to track pupil attainment and targeted catch-up support is implemented when required. Information is shared regularly with parents through various means, including the Tapestry App.

Book Banding and Library Books (including 'Bedtime Stories')

- Pupils who pass their Y1 phonics screening move onto banded books from Year 2 onwards and are regularly assessed in school for their decoding, fluency and increasingly for their comprehension.
- Banded books should reflect a pupil's ability to decode, with knowledge of their comprehension coming from weekly teacher-led Guided Reading sessions and regular focused group Guided Reading.
- Pupils are encouraged to read at home. Reading information is shared between home and school using a Reading Record.
- All KS1 pupils choose a 'Bedtime Story' to take home alongside their targeted reading books. This book is for an adult to read to them. This ensures all pupils have access to quality books at home and can further develop their love of reading.
- In KS2, this makes way for a 'free choice' Library Book. This gives pupils the opportunity to follow their interests and read for pleasure.

- All classrooms have an age-appropriate reading/library area.
- KS2 classes have additional 'Class Bookshelves' in the KS2 corridor that are regularly updated with new and exciting texts.
- Guided Reading books and materials are stored in the Library, which also provides space for intervention and reading support.

Teaching of Reading (including Guided Reading and Intervention Support)

- Books lie at the heart of all English teaching sequences of learning, as well as being cleverly linked to wider curriculum areas.
- English and reading skills are taught daily.
- Planning of English is focused around 'Purposes' for reading and writing, with teacher plans being reviewed by the subject leader termly. This ensures progression of skills and texts, while also allowing pupils to revisit and build on prior learning. Objectives are defined by the 'Key Learning' end points document (*see appendices)
- Objective focused whole class Guided Reading sessions take place weekly and are often linked to the current Class Novel.
- As well as this, pupils in all classes have at least one weekly teacher-led Group Guided Reading session to focus on decoding, fluency and comprehension skills outlined in the National Curriculum for English.
- Pupils who require additional reading support (lowest 20%) receive 1:1 structured interventions to develop reading skills and develop a greater interest in books – we call this 'Reading Partners'.
- Staff are also deployed to assist with 1:1 reading of other groups, including SEND.

Inspiring Readers

- Inspiring children to read and enjoy books lies at the heart of what we do.
- We offer a broad and rich range of texts, that are selected and tailored to the learning needs of all pupils.
- Online resources such as Reading Eggs, Reading Express and Nearpod are used as learning tools and platforms for sharing texts.
- The Reading Influencer Award, as well as various ongoing competitions, encourages pupils to embrace and share a Love for Reading
- Pupils are offered chances throughout the week to read and sufficient spaces are provided for them to do so. Including book boxes that are located in the Peace Garden for unstructured times.
- Staff foster a love of reading by regularly sharing stories and non fiction-texts in class, as well as promoting their own favourite books.
- Class novels are selected to engage pupils in age-appropriate thought and discussion, while being championed by teaching staff.
- Authors are recommended and suggested to pupils regularly.

Assessment

- Reading is assessed regularly by teaching staff and recorded in-line with National Curriculum outcomes , as defined by our end points. (*see appendices).
- Group and Whole Class Guided Reading sessions are used to make weekly assessment on pupil progress. This information is collated and analysed by teachers to inform planning. The data is then submitted to the English and Assessment Leads so that whole school analysis can be conducted to inform whole school targets.
- Online resources such as Reading Eggs and Nearpod provide additional pupil data on lexile ranges, fluency and comprehension.
- Termly reading assessments by NFER are used from Year 1-6 to provide a systematic, moderated system for assessing Reading.
- Book Banding assessments are used regularly (at least termly) to ensure pupils are accessing the correct materials.



Special Events and Trips

- TSM engages with a range of local and international events to promote reading, such as World Book Day, Roald Dahl Day etc. Special events are run in school to celebrate and promote a range of texts.
- Authors for both KS1 and KS2 regularly visit school to enthuse pupils and share books (at least annually).
- Trips and visits to libraries and theatres are planned.

Resources

- Software such Reading Eggs, Reading Express and Nearpod are used to support the teaching and learning of reading.
- Banded Books are effectively utilised to support individual reading progress.
- Class libraries are used to offer a wide range of appropriate texts.
- Teaching assistants and volunteers are used to maximise the intervention and 1:1 provision we offer.
- Spaces such as our school Library, KS2 Reading Area and Peace Garden offer exciting and well-stocked reading areas for pupils.
- FirstNews and other paper-based resources are subscribed to by school.
- Volunteers and School Governors provide targeted reading support to pupils across school.

3 - Impact

Internal tracking data, provided by analysis of termly NFER assessments shows higher-than-national levels of attainment and progress in Reading. This is further reinforced in the end of key stage statutory assessments, where TSM regularly achieves higher than average reading results. Despite achieving such positive results in recent years, Reading remains an ongoing school development target as it is recognized as being so crucial to pupil achievement.

(*Please see data for year group analysis and comparison of TSM to the national picture – see appendices.)

- A culture of reading for pleasure has been established at TSM, however class teachers, subject leads and SLT continue to research and implement new ways to engage children in reading.
- English Lead keeps a record of evidence to measure impact and standards in the subject area, including: pupils interview transcripts, lesson observation notes, book and planning scrutiny findings, assessment data analysis, regular CPD sessions and up to date research into teaching approaches.

4 – Core End Points

Our endpoints are defined clearly by the Primary National Curriculum. In school we use a more compact document to help focus learning on defined objective points. These are assessed, as mentioned above, in a variety of ways including on-going teacher assessment with the aid of reading software and by termly NFER pupil assessments.

All pupils, despite their starting points, make good progress in reading.

Our Reading endpoints are defined within the Key Learning document (*see appendices).



5 – Teaching and Learning

- English is taught daily, with reading elements linking to most lessons.
- Whole class or group guided reading takes place daily.
- Regular monitoring, from Senior Leaders, ensures the standards of Teaching and Learning in English remain at the highest levels.
- Where required, support is given to teaching teams by Subject Leader.
- Subject Leader delivers regular training to ensure the latest approaches are shared and used – ensuring consistency of approach.
- Pupils are consulted on their English Learning regularly.
- Standards of Teaching and Learning in English are extremely high at TSM.
- Lessons balance focused skills acquisition with engaging, entertaining experiences.
- A variety of resources are deployed, including a very talented team of Teaching Assistants, to support learners.
- Those who are not meeting National Curriculum Age Related Requirements are given further support to help them progress in their learning.
- A wide range of outcomes are offered to give learning purpose and real-life application.

6 – Reading Curriculum

- At Trinity and St.Michael's, Reading is given the highest priority and is meticulously planned in response to the needs of individual cohorts and groups. We work to the age expected objectives, as defined by the Primary National Curriculum, ensuring learning focuses on removing barriers to Reading.
- The Key Learning in Reading document outlines year group expected objectives.
- Alongside our more academically focused Reading Curriculum, we also run a curriculum of Reading for Pleasure and realise this is a very important aspect of Reading.
- Subject Leader ensures a wide range of quality books are available to all pupils and is responsible for revising and updating the school's book spine.

7 – Foundation Stage

- The EYFS curriculum puts huge emphasis on language and communication, defined by the Early Learning Goals.
- Phonics and group reading makes up a large part of their Reading work (*see Phonics Policy).
- Books are shared and celebrated daily.
- Pupils are given books to take home and reinforce their current phonics learning and also a 'bedtime story' to encourage reading for pleasure.



8 – Reading Curriculum Links

Reading is all-encompassing. It therefore is interwoven throughout the wider curriculum. Teachers use skill to establish links between books and different topic work.

Subject Leaders are responsible for stocking classes with relevant curriculum texts that link to their subject area.

A planning system for Reading ensures pupils cover a wide range of texts through their wider learning.

Subject Leader collects evidence of reading links across the curriculum.

9 – Monitoring, Evaluation and Review

The coordination and planning of the English, and in this case the Reading Curriculum are the responsibility of the subject leader, who also supports colleagues in their teaching and monitors and keeps informed about current developments within the English Curriculum.

The English subject leader will monitor its effectiveness by:

- Reviewing English curriculum to ensure progression, coverage and consistency.
- Reviewing provision and deployment of staff.
- Regularly monitoring a sample of English work via Nearpod / Blippit and books.
- Making formal and informal lesson observations.
- Initiating Pupil Voice interviews.
- Delivering training and support to staff.
- Identifying and providing resources.
- Gathering evidence and providing regular updates to relevant parties (governors) on standards and targets within the subject area.

This policy will be **reviewed annually**.

English Subject Lead: Shaun Gray

Headteacher: Claire Procter

Date: November 2022

Appendices:

- End points 'Key Learning' document.
- National Data and TSM comparison document.

Appendix 1: Reading Key Learning End Points



Key Learning in **Reading**

Key Learning in Reading

What is *Key Learning in Reading*?

The *Key Learning in Reading* statements relate to the age appropriate reading skills, knowledge and understanding for each year group. These key pieces of learning will support pupils in becoming effective and reflective independent readers.

Where have they come from?

The *Key Learning* statements have been identified primarily from the National Curriculum 2014 programmes of study.

How are they different from the National Curriculum programmes of study?

The aim was to specify the key learning in reading for each year group, rather than age-phases in Key Stage 2. Further details have also been added to clarify and exemplify the statements in the programmes of study.

How might *Key Learning in Reading* be useful?

The *Key Learning* statements should help to focus whole class teaching and could be considered as unit objectives. Taught in the context of lively, engaging and creative units of work, they help to ensure that pupils make progress as readers. Teaching should ensure that skills are modelled and scaffolded and that pupils are given opportunities to apply them in a range of different contexts. Regular teaching of skills would normally take place through a combination of lively, engaging shared reading, focused, needs-based guided reading and the daily read-aloud programme. The texts used should be high quality, interesting, engaging and fascinating. Texts from a wide range of genres and authors should be read. Reading skills should be regularly applied across the curriculum.

Key Learning in Reading: Year 1

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> ▪ Read aloud accurately books that are consistent with their developing phonic knowledge. ▪ Apply phonic knowledge and skills as the route to decode words. ▪ Respond speedily with the correct sound to grapheme for the 44 phonemes. ▪ Recognise and use the different ways of pronouncing the same grapheme; e.g. <i>ow</i> in <i>snow</i> and <i>cow</i>. ▪ Read accurately by blending sounds in unfamiliar words. ▪ Read common exception words, noting tricky parts (see below). ▪ Read words containing <i>-s, -es, -ing, -ed, -er, -est</i> endings. ▪ Split two and three syllable words into the separate syllables to support blending for reading. ▪ Read words with contractions e.g. <i>I'm, I'll, we'll</i> and understand that the apostrophe represents the omitted letter. ▪ Develop fluency, accuracy and confidence by re-reading books. ▪ Read more challenging texts using phonics and common exception word recognition. 	<p>As above and:</p> <p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> ▪ Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems. ▪ Relate texts to own experiences. ▪ Recognise and join in with language patterns and repetition. ▪ Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors. ▪ Orally retell familiar stories in a range of contexts e.g. <i>small world, role play, storytelling</i>. ▪ Enjoy and recite rhymes and poems by heart. ▪ Make personal reading choices and explain reasons for choices. <p>Understanding books which they can read themselves and those which are read to them</p> <ul style="list-style-type: none"> ▪ Introduce and discuss key vocabulary, linking meanings of new words to those already known. ▪ Activate prior knowledge e.g. <i>what do you know about minibeasts?</i> ▪ Check that texts make sense while reading and self-correct. ▪ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. ▪ Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i> ▪ Explain clearly their understanding of what is read to them. ▪ Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. ▪ Identify and discuss the main events in stories. ▪ Identify and discuss the main characters in stories. ▪ Recall specific information in fiction and non-fiction texts. ▪ Locate parts of text that give particular information, e.g. <i>titles, contents page and labelled diagram</i>. ▪ Discuss the title and how it relates to the events in the whole story e.g. <i>Peace at Last</i> by Jill Murphy. ▪ Make basic inferences about what is being said and done. ▪ Make predictions based on what has been read so far. <p>Participating in discussion</p> <ul style="list-style-type: none"> ▪ Listen to what others say. ▪ Take turns.

Key Learning in Reading: Year 2

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> ▪ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. ▪ Re-read books to build up fluency and confidence in word reading. ▪ Read frequently encountered words quickly and accurately without overt sounding and blending. ▪ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. ▪ Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder, roundabout, grouping</i>. ▪ Read longer and less familiar texts independently. ▪ Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. ▪ Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>place</i> for <i>palace</i>. ▪ Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y</i>. ▪ Read further common exception words, noting tricky parts (see below). 	<p>As above and:</p> <p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> ▪ Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. ▪ Orally retell a wider range of stories, fairy tales and traditional tales. ▪ Sequence and discuss the main events in stories and recounts. ▪ Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports. ▪ Recognise the use of repetitive language within a text or poem (e.g. <i>run, run as fast as you can</i>) and across texts (e.g. <i>long, long ago in a land far away...</i>). ▪ Learn and recite a range of poems using appropriate intonation. ▪ Make personal reading choices and explain reasons for choices. <p>Understanding books which they can read themselves and those which are read to them</p> <ul style="list-style-type: none"> ▪ Identify, discuss and collect favourite words and phrases. ▪ Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. ▪ Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised</i>. ▪ Uses tone and intonation when reading aloud. ▪ Activate prior knowledge and raise questions e.g. <i>What do we know? What do we want to know? What have we learned?</i> ▪ Check that texts make sense while reading and self-correct. ▪ Demonstrate understanding of fiction and non-fiction texts by asking and answering <i>who, what, where, when, why, how</i> questions. ▪ Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i> ▪ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. ▪ Make inferences about characters and events using evidence from the text e.g. <i>what is the character thinking, saying and feeling?</i> ▪ Make predictions based on what has been read so far. ▪ Identify how specific information is organised within a non-fiction text e.g. <i>sub-headings, contents, bullet points, glossary, diagrams</i>. ▪ Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts. <p>Participating in discussion</p> <ul style="list-style-type: none"> ▪ Participate in discussion about what is read to them, taking turns and listening to what others say. ▪ Make contributions in whole class and group discussion. ▪ Consider other points of view. ▪ Listen and respond to contributions from others.

Key Learning in Reading: Year 3

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> ▪ Read books at an age appropriate interest level. ▪ Use knowledge of root words to understand meanings of words. ▪ Use prefixes to understand meanings e.g. <i>un-</i>, <i>dis-</i>, <i>mis-</i>, <i>re-</i>, <i>pre-</i>, <i>im-</i>, <i>in-</i>. ▪ Use suffixes to understand meanings e.g. <i>-ly</i>, <i>-ous</i>. ▪ Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below. 	<p>As above and:</p> <p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> ▪ Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. <i>fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations</i>. ▪ Regularly listen to whole novels read aloud by the teacher. ▪ Read a range of non-fiction texts, e.g. <i>information, discussion, explanation, biography and persuasion</i>. ▪ Read books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference</i>. ▪ Recognise some different forms of poetry e.g. <i>narrative, calligrams, shape poems</i>. ▪ Sequence and discuss the main events in stories. ▪ Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales</i>. ▪ Identify and discuss themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor</i>. ▪ Identify and discuss conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times</i>. ▪ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. <p>Understanding the text</p> <ul style="list-style-type: none"> ▪ Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. ▪ Explain the meaning of unfamiliar words by using the context. ▪ Use dictionaries to check meanings of words they have read. ▪ Use intonation, tone and volume when reading aloud. ▪ Take note of punctuation when reading aloud. ▪ Discuss their understanding of the text. ▪ Raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character</i>. ▪ Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. ▪ Make predictions based on details stated. ▪ Justify responses to the text using the PE prompt (Point + Evidence). ▪ Discuss the purpose of paragraphs. ▪ Identify a key idea in a paragraph. ▪ Analyse and evaluate texts looking at language, structure and presentation e.g. <i>persuasive letter, diary and calligram</i> etc. <p>Retrieving and recording information from non-fiction</p> <ul style="list-style-type: none"> ▪ Prepare for research by identifying what is already known about the subject and key questions to structure the task. ▪ Evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, contents, bullet points, glossary, diagrams</i>. ▪ Quickly appraise a text to evaluate usefulness. ▪ Navigate texts in print and on screen. ▪ Record information from a range of non-fiction texts. <p>Participating in discussion</p> <ul style="list-style-type: none"> ▪ Participate in discussion about what is read to them and books they have read independently. ▪ Develop and agree on rules for effective discussion. ▪ Take turns and listen to what others say. ▪ Make and respond to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles</i>.

Key Learning in Reading: Year 4

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> ▪ Read books at an age appropriate interest level. ▪ Use knowledge of root words to understand meanings of words. ▪ Use prefixes to understand meanings e.g. <i>in-</i>, <i>ir-</i>, <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i>. ▪ Use suffixes to understand meanings e.g. <i>-ation</i>, <i>-tion</i>, <i>-ssion</i>, <i>-cian</i>, <i>-sion</i>. ▪ Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list - see below). 	<p>As above and:</p> <p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none"> ▪ Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. <i>fairy tales</i>, <i>folk tales</i>, <i>classic poetry</i>, <i>kennings</i>, <i>advertisements</i>, <i>formal speeches</i>, <i>magazines</i>, <i>electronic texts</i>. ▪ Regularly listen to whole novels read aloud by the teacher. ▪ Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. ▪ Learn a range of poems by heart and rehearse for performance. ▪ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. ▪ Orally retell a range of stories, including less familiar fairy stories, myths and legends. <p>Understanding the text</p> <ul style="list-style-type: none"> ▪ Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors</i>, <i>similes</i>. ▪ Explain the meaning of key vocabulary within the context of the text. ▪ Use dictionaries to check meanings of words in the texts that they read. ▪ Use punctuation to determine intonation and expression when reading aloud to a range of audiences. ▪ Make predictions based on information stated and implied. ▪ Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. ▪ Justify responses to the text using the PE prompt (Point + Evidence). ▪ Identify, analyse and discuss themes e.g. <i>safe and dangerous</i>, <i>just and unjust</i>, <i>origins of the earth</i>, <i>its people and animals</i>. ▪ Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. ▪ Identify main ideas drawn from more than one paragraph and summarise these e.g. <i>character is evil because...1/2/3 reasons</i>, <i>Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text</i>. ▪ Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. ▪ Recognise and analyse different forms of poetry e.g. <i>haiku</i>, <i>limericks</i>, <i>kennings</i>. <p>Retrieving and recording information from non-fiction</p> <ul style="list-style-type: none"> ▪ Prepare for research by identifying what is already known about the subject and key questions to structure the task. ▪ Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. ▪ Record information from a range of non-fiction texts. ▪ Scan for dates, numbers and names. ▪ Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes</i>, <i>sub-headings</i>, <i>contents</i>, <i>bullet points</i>, <i>glossary</i>, <i>diagrams</i>. ▪ Explain how paragraphs are used to order or build up ideas, and how they are linked. <p>Participating in discussion</p> <ul style="list-style-type: none"> ▪ Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say. ▪ Develop, agree on and evaluate rules for effective discussion. ▪ Make and respond to contributions in a variety of group situations e.g. <i>whole class</i>, <i>independent reading groups</i>, <i>book circles</i>.

Key Learning in Reading: Year 5

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> ▪ Read books at an age appropriate interest level. ▪ Use knowledge of root words to understand meanings of words. ▪ Use suffixes to understand meanings e.g. <i>-ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably</i>. ▪ Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below 	<p>As above and:</p> <p>Maintaining positive attitudes to reading</p> <ul style="list-style-type: none"> ▪ Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves. ▪ Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. ▪ Recommend books to their peers with reasons for choices. ▪ Read books and texts that are structured in different ways for a range of purposes. ▪ Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends. ▪ Learn a wider range of poems by heart. ▪ Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. <p>Understanding texts they read independently and those which are read to them</p> <ul style="list-style-type: none"> ▪ Explain the meaning of words within the context of the text. ▪ Use punctuation to determine intonation and expression when reading aloud to a range of audiences. ▪ Check that the book makes sense to them and demonstrate understanding e.g. <i>through discussion, use of reading journals</i>. ▪ Demonstrate active reading strategies e.g. <i>generating questions to refine thinking, noting thoughts in a reading journal</i>. ▪ Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence. ▪ Predict what might happen from information stated and implied. ▪ Through close reading of the text, re-read and read ahead to locate clues to support understanding. ▪ Explore themes within and across texts e.g. <i>loss, heroism, friendship</i>. ▪ Make comparisons within a text e.g. characters' viewpoints of same events. ▪ Distinguish between statements of fact and opinion within a text. ▪ Scan for key words and text mark to locate key information. ▪ Summarise main ideas drawn from more than one paragraph and identify key details which support this. ▪ Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation. ▪ Analyse the conventions of different types of writing e.g. <i>use of first person in autobiographies and diaries</i>. ▪ Identify how language, structure and presentation contribute to meaning e.g. <i>formal letter, informal diary, persuasive speech</i>. <p>Evaluating the impact of the author's use of language</p> <ul style="list-style-type: none"> ▪ Explore, recognise and use the terms metaphor, simile, imagery. ▪ Explain the effect on the reader of the authors' choice of language. <p>Participating in discussion and debate</p> <ul style="list-style-type: none"> ▪ Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously. ▪ Explain and discuss their understanding of what they have read, including through formal presentations and debates. ▪ Prepare formal presentations individually or in groups. ▪ Use notes to support presentation of information. ▪ Respond to questions generated by a presentation. ▪ Participate in debates on an issue related to reading (fiction or non-fiction).

Key Learning in Reading: Year 6

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> ▪ Read books at an age appropriate interest level. ▪ Work out unfamiliar words by focusing on all letters in the word, <i>e.g.</i> not reading <i>invitation</i> for <i>imitation</i>. ▪ Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change <i>e.g.</i> <i>un+happy+ness</i>, <i>dis+repute+able</i>, <i>dis+respect+ful</i>, <i>re+engage+ment</i>. ▪ Use suffixes to understand meanings <i>e.g.</i> <i>-cious</i>, <i>-tious</i>, <i>-tial</i>, <i>-cial</i>. ▪ Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below. ▪ Use etymology to help the pronunciation of new words <i>e.g.</i> <i>chef</i>, <i>chalet</i>, <i>machine</i>, <i>brochure</i> – <i>French in origin</i>. 	<p>As above and:</p> <p>Maintaining positive attitudes to reading</p> <ul style="list-style-type: none"> ▪ Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction. ▪ Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. ▪ Independently read longer texts with sustained stamina and interest. ▪ Recommend books to their peers with detailed reasons for their opinions. ▪ Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures. ▪ Learn a wider range of poems by heart. ▪ Prepare poems and play scripts to read aloud and perform using dramatic effects. <p>Understanding texts they read independently and those which are read to them</p> <ul style="list-style-type: none"> ▪ Explain the meaning of new vocabulary within the context of the text. ▪ Demonstrate active reading strategies <i>e.g.</i> <i>challenging peers with questions</i>, <i>justifying opinions</i>, <i>responding to different viewpoints within a group</i>. ▪ Use a reading journal to record on-going reflections and responses to personal reading. ▪ Explore texts in groups and deepen comprehension through discussion. ▪ Provide reasoned justifications for their views. ▪ Justify opinions and elaborate by referring to the text <i>e.g.</i> using the PEE prompt – Point+Evidence+Explanation. ▪ Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence <i>e.g.</i> Point+Evidence+Explanation. ▪ Predict what might happen from information stated and implied. ▪ Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text. ▪ Make comparisons within and across texts <i>e.g.</i> similar events in different books such as being an evacuee in <i>Carrie's War</i> and <i>Goodnight Mr Tom</i>. ▪ Compare characters within and across texts. ▪ Compare texts written in different periods. ▪ Recognise themes within and across texts <i>e.g.</i> <i>hope</i>, <i>peace</i>, <i>fortune</i>, <i>survival</i>. ▪ Distinguish between statements of fact and opinion across a range of texts <i>e.g.</i> first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook. ▪ Skim for gist. ▪ Scan for key information <i>e.g.</i> <i>identify words and phrases which tell you the character is frustrated</i>, or <i>find words/phrases which suggest that a theme park is exciting</i>. ▪ Use a combination of skimming, scanning and close reading across a text to locate specific detail. ▪ Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects. ▪ Analyse the conventions of different types of writing <i>e.g.</i> <i>use of dialogue to indicate geographical and/or historical settings for a story</i>. ▪ Identify how language, structure and presentation contribute to meaning <i>e.g.</i> <i>persuasive leaflet</i>, <i>balanced argument</i>. <p>Evaluating the impact of the author's use of language</p> <ul style="list-style-type: none"> ▪ Explore, recognise and use the terms personification, analogy, style and effect. ▪ Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques. <p>Participating in discussion and debate</p> <ul style="list-style-type: none"> ▪ Participate in discussions about books, building on their own and others' ideas and challenging views courteously. ▪ Explain and discuss their understanding of what they have read, including through formal presentations and debates. ▪ Prepare formal presentations individually or in groups. ▪ Use notes to support presentation of information. ▪ Respond to questions generated by a presentation. ▪ Participate in debates on issues related to reading (fiction/non-fiction).

English

Key Learning Indicators of Performance in Reading: Word Lists

Year 1 Common Exception Words					
the	a	do	to	today	of
said	says	are	were	was	is
his	i	you	your	they	be
he	me	she	we	no	go
so	by	my	here	there	where
love	come	some	one	once	ask
friend	school	put	push	pull	full
house	our	and/or others according to the programme used			

Year 2 Common Exception Words					
door	floor	poor	because	find	kind
mind	behind	child	children	wild	climb
most	only	both	old	cold	gold
hold	told	every	everybody	even	great
break	steak	pretty	beautiful	after	fast
last	past	father	class	grass	pass
plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should
would	who	whole	any	many	clothes
busy	people	water	again	half	money
Mr	Mrs	parents	Christmas	– and/or others according to the programme used	

English

Key Learning Indicators of Performance in Reading: Word Lists

Year 3					
accident(ally)	century	February	length	popular	strange
actual(ly)	circle	forward(s)	library	potatoes	thought
address	decide	fruit	minute	promise	through
answer	describe	heard	naughty	purpose	weight
arrive	early	heart	notice	quarter	woman/women
believe	earth	height	occasion(ally)	question	
bicycle	eight/eighth	history	often	reign	
centre	enough	learn	perhaps	sentence	

Year 4					
appear	continue	grammar	material	possible	suppose
breadth	different	group	medicine	pressure	surprise
breathe	difficult	guard	mention	probably	therefore
build	disappear	guide	natural	recent	though/although
busy/business	exercise	imagine	opposite	regular	
calendar	experience	important	ordinary	remember	
caught	experiment	increase	particular	separate	
certain	extreme	interest	peculiar	special	
complete	famous	island	position	straight	
consider	favourite	knowledge	possess(ion)	strength	

English

Key Learning Indicators of Performance in Reading: Word Lists

Year 5					
apparent	cemetery	determined	explanation	interfere	occupy
rhythm	amateur	communicate	develop	familiar	language
occur	secretary	ancient	community	dictionary	foreign
leisure	persuade	shoulder	available	conscience*	environment
forty	lightning	physical	soldier	average	convenience
equip (-ped, -ment)	government	muscle	programme	stomach	bargain
curiosity	excellent	hindrance	neighbour	queue	temperature
bruise	desperate	existence	individual	nuisance	recognise
twelfth	rhyme	vegetable			

Year 6					
accommodate	category	disastrous	immediate(ly)	privilege	sincere(ly)
accompany	committee	embarrass	interrupt	profession	sufficient
according	competition	especially	marvellous	pronunciation	suggest
achieve	conscious*	exaggerate	mischievous	recommend	symbol
aggressive	controversy	frequently	necessary	relevant	system
appreciate	correspond	guarantee	opportunity	restaurant	thorough
attached	criticise (critic + ise)	harass	parliament	sacrifice	variety
awkward	definite	identity	prejudice	signature	vehicle
yacht					

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Appendix 2:
TSM Data compared with
National picture

Trinity and St Michael's Church of England & Methodist Primary School

Statutory Assessment Results 2022

We are very proud of all of the achievements made by all of the pupils at our school. Below is a summary of the results achieved and where possible the data is compared with the national data currently available. Due to the cancellation of assessments in 2020 and 2021 during the pandemic, comparisons have been made to results from 2019 (data in brackets).

Key Stage 2 Assessments 2022

1. Percentage of Year 6 pupils achieving the *expected standard*

National Test	TSM 2022 (2019)	National Data 2022 (2019)
Reading	91% (91%)	74% (73%)
Spelling Grammar and Punctuation	100% (100%)	72% (78%)
Mathematics	100%	71% (79%)
Science	100%	79% (83%)
Teacher Assessment	TSM 2022 (2019)	National Data (2019)
Writing	97% (91%)	69% (78%)

2. Percentage of Year 6 pupils achieving the *greater depth standard*

National Test	TSM 2022 (2019)	National Data 2022 (2019)
Reading	42% (47%)	28% (27%)
Spelling Grammar and Punctuation	48% (63%)	28% (36%)
Mathematics	32% (59%)	23% (27%)
Teacher Assessment	TSM 2022 (2019)	National Data (2019)
Writing	29% (22%)	13% (20%)

The expected standard in the tests is a scaled score of 100 or above. The scaled score range runs from 80 to 120 with 100 as the expected standard.

National Test	TSM 2022 (2019)	National Data 2022 (2019)
Reading	108 (109)	105 (104)
Grammar Punctuation	110 (113)	105 (106)
Mathematics	109 (110)	104 (105)

Attainment in reading, writing and mathematics combined

To reach the expected standard in all areas a pupil must achieve a scaled score of 100 or more in reading and maths tests and an outcome of 'working at the expected standard/greater depth' in writing teacher assessment.

To reach the greater depth standard in all areas a pupil must achieve a scaled score of 110 or more in reading and maths tests and an outcome of 'working at the greater depth' in writing teacher assessment.

	TSM 2022 (2019)	National Data 2022 (2019)
Percentage of pupils reaching the expected standard in reading, writing and mathematics combined.	87% (91%)	59% (65%)
Percentage of pupils reaching the greater depth standard in reading, writing and mathematics combined.	16% (13%)	7% (11%)

Trinity and St Michael's Church of England & Methodist Primary School

Statutory Assessment Results 2022

We are very proud of all of the achievements made by all of the pupils at our school. Below is a summary of the results achieved and where possible the data is compared with the national data currently available. Due to the cancellation of assessments due to the pandemic, comparisons have been made to results from 2019. National data for KS1 2022 will be available in Sept 2022.

Key Stage 1 Assessments 2022

1. % achieving at least the expected standard

	Reading	Writing	Mathematics	Science	Reading, Writing and Mathematics Combined
School 2022	77	77	87	87	67
School 2019	79	72	79	90	62
National 2019	75	69	76	82	65
National 2022	67	58	68		

2. % achieving greater than the expected standard

	Reading	Writing	Mathematics
School 2022	20	13	20
School 2019	35	21	45
National 2018	21	15	22
National 2022	18	8	15

Year 1 Phonics Assessments 2022

	% Met the Standard School	% Met the Standard National
Year 1 Phonics 2022	79	75.5
Year 1 Phonics 2019	87	82

Early Years Foundation Stage Profile (EYFSP) 2022

Good Level of Development
% at least expected in Prime/Literacy and Numeracy areas

School 2022	77
National 2022	65.2
School 2019	76.7
National 2019	71.8

