



Reading Handbook



Swingate Primary School

The Bluebell Federation

Reading Progression Handbook

2023-2024

Contents:

1. [Swingate's Reading Intent](#)
2. [Phonics at Swingate](#)
3. [Book Bands at Swingate](#)
 - Rationale behind Reading at Swingate
 - How do our book bands support children at different stages of their reading?
 - All Aboard Learning Decodable Books
 - Oxford Reading Tree - Book band colours and our Expectations
 - PM Books and Levels
4. [How do the schemes match overall?](#)
5. [Love of Reading](#)
6. [Format of SLoR](#)
7. [Running Reading Records](#)
 - Running Reading Codes
 - Level of Text Difficulty
 - Reading Accuracy
 - Self-Correction Rate
8. [Reading Interventions available at Swingate](#)
 - Specialist Reading Partnership
 - Better Reading Partnership
 - Reading Recovery
 - Inference Training
9. [Reading Progression across year groups](#)
10. [Whole School Progression of Teaching across the Year](#)
11. [Reading Texts across the School](#)
12. [How to be a good Reader at Swingate](#)
13. [Reading Spine to Develop the Reader](#)

This is a working document. Objectives may be taught in different orders dependent on teacher assessment. Texts may vary throughout the year in line with children's interests. Handbook will be updated accordingly.



Reading Handbook

Reading Intent

Reading

Reading is an essential life-skill that children need to master. Reading is necessary for learning and therefore learning to read is essential so that children can read to learn; it unlocks the door to lifelong learning.

By learning to read, children learn about people, places and events that they wouldn't be able to otherwise. It can help children to make sense of the world that is around them and helps children to develop more empathy. It expands their understanding of the world.

Not only can reading help children make sense of the world but it can help children to develop language and listening skills. It aids in developing focus and concentration which they will be able to apply to other areas of their life and it can help to improve wellbeing.

How we achieve excellent reading:

- A reading spine has been created through medium terms plans in English, class reader texts and across the curriculum to ensure quality texts engage children in a wide repertoire of reading as well as support good writing outcomes.
- We achieve it through successful interventions to prevent underachievement
- Promoting reading for pleasure through libraries with a wealth of literature
- We teach the skills needed to promote reading comprehension
- Regular assessments to inform classroom practice
- We follow a synthetic phonics programme (see below):



Reading Handbook

Phonics at Swingate

The teaching of phonics at Swingate Primary School is good. To further improve our teaching and learning we use the All Aboard Phonics scheme:

- Uses a similar approach to Letters and Sounds which our teachers and children are all currently familiar with.
- This scheme has a list of decodable books which we are going to embed as part of our daily phonics teaching and will be included in the 'apply' stage.
- All decodable books are available on an app which our parents will be able to access from home. Any family unable to access this app at home will be able to work with us to access the text in another way.
- All Aboard phonics provides online bitesize training which our teachers and TAs will be able to access. Middle and Senior leaders will be able to monitor and support teachers to support their own CPD with this.
- All Aboard phonics provides support to parents to help them at home with phonics.
- All Aboard phonics provides visuals which all teaching staff can access
- This phonics scheme also provides an intervention programme which we will be using with our year 3 children who have not passed the phonics screening check. These interventions will be tailor made for each individual and support with teaching these is also available through the scheme.
- We want to provide continuity for our children across Key Stage 1 and 2 to support any child who needs further support in phonics as they get into key stage 2.
- All Aboard provides resources for each phase. These resources will be purchased for each year group, used during teaching as well as displayed in the class to provide the children with continuity.
- There is also access to games on the online app which will encourage our children to practise their phonic knowledge at home.
- Regular training for all teaching staff in the delivery of All Aboard Phonics is available through the website to provide continuous CPD.

Reading Handbook

What language do we use at Swingate when teaching phonics?

Segment	<i>It's the opposite of blending as it means splitting a word up into individual sounds when spelling and writing.</i>
Blend	<i>This is when you say the individual sounds that make up a word and then merge or blend them together to say the word as used when reading.</i>
Consonant	<i>Most letters of the alphabet are consonants, except for the vowels.</i>
Vowels	<i>a, e, i, o, u</i>
CVC words	<p><i>This is an abbreviation used for consonant-vowel-consonant words. It describes the order of sounds. Some examples of CVC words are: cat, pen, top, chat (because ch makes one sound).</i></p> <p><i>Other abbreviations: c refers to consonant/v refers to vowel</i> VC CVCC CCVC</p>
Digraph	<p><i>This describes two letters which together make one sound e.g. ee, oa, ea, ch, ay.</i></p> <p><i>There are different types of digraph:</i></p> <p><i>Vowel digraph: a digraph in which at least one of the letters is a vowel: boat or day.</i></p> <p><i>Consonant digraph: two consonants which can go together: shop or thin.</i></p> <p><i>Split digraph (previously called magic e): two letters, which work as a pair to make one sound, but are separated within the word e.g. a-e, e-e, i-e, o-e, u-e. For example cake or pine.</i></p>
Grapheme	<i>It is a written letter or a group of letters which represent one single sound (phoneme) e.g. a, l, sh, air, ck</i>
Phoneme	<i>It is a single sound that can be made by one or more letters - e.g. s, k, z, oo, ph, igh.</i>
Tricky words	<i>They are the words that are difficult to sound out e.g. said, the, because which don't follow phonics rules.</i>
Trigraph	<i>This is when three letters go together to make one sound.</i>



Reading Handbook

Sound buttons	<i>Marks drawn underneath letters to represent the sounds that are made.</i>
Alternative sounds	<i>When a grapheme makes more than one sound but is spelt the same way e.g 'ow for bow' and 'ow for cow'</i>
Alternative spellings	<i>When the same phoneme is spelt a different way. e.g. ue for glue and oo for moon. Chew/blue</i>

Book Bands at Swingate

Rationale behind Reading at Swingate

At Swingate, we use a combination of reading schemes.

- All Aboard Learning Decodable Books
- Oxford Reading Tree Books
- PM Series Books
- A range of high-quality library books

We believe that the use of different book schemes provides a varied and well-rounded approach to reading instruction. Each scheme we have carefully selected has its own strengths. By using a variety of schemes, our teachers can meet the individual needs of each child. By providing a range of books that cover different levels of reading ability, genres and approaches to reading instruction, children at Swingate are given the best possible chance to develop their reading skills and a love of reading. PM Books, Oxford Reading Tree (ORT) books, and the All Aboard Phonics Scheme books all have a range of benefits for our children at Swingate, including:

- **Wide range of texts:** Using a combination of these reading schemes gives our pupils access to a wide range of texts, including fiction, non-fiction, poetry, and plays. This helps to build their reading stamina and develop their comprehension skills.
- **Gradual progression:** All three reading schemes are designed to introduce phonemes and graphemes in a structured and progressive way, which allows children to build their phonics skills gradually and become more confident readers.
- **Differentiated levels:** All three reading schemes provide differentiated levels of difficulty, which means that they provide appropriate reading materials for our pupils at different stages of their reading journey.
- **Engaging content:** The stories and non-fiction texts in these reading schemes are carefully selected to engage our children's interest and build their reading stamina. This can help to foster a love of reading and encourage our children to read for pleasure.

Overall, using a combination of PM Books, ORT books, and the All Aboard Phonics Scheme books provides a comprehensive and effective approach to teaching phonics and developing early reading skills at Swingate.

Reading Handbook

How do our book bands support children at different stages of their reading?

All Aboard Learning Decodable books


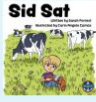

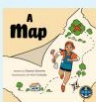






https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1102800/Reading_framework_teaching_the_foundations_of_literacy_-_Sept_22.pdf pg 46











'Decodable' books and texts Experienced readers can decode the specialist words in a book about advanced physics, even if they cannot understand them. However, most texts are not decodable for children who are beginning to learn to read. The national curriculum says that pupils should be taught to: ... read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.⁶⁵ This is why schools should invest in books that have been carefully structured in cumulative steps for children learning to read, so that they can decode every word as their knowledge of the alphabetic code increases. These books are often referred to simply as 'decodable' books.

At Swingate we know decodable books are an essential tool in supporting children in the early stages of reading. Alongside our phonics scheme 'All Aboard Learning' we use the decodable books as part of our 'apply' stage in phonics.

We know reading at home is essential for children to become confident at reading. These decodable books are also accessible on an e-library for parents to access at home. Parents are able to log into the All Aboard App to access the correct e-book which their child is reading in class. They are informed of this through contact in their contact books. The book for each week only uses grapheme to phoneme correspondences that have already been introduced.






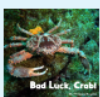






Children from years EYFS – Year 3 have access to these decodable books. If children struggle further up the school, other interventions and books are sourced to support them with their reading.

Week	Symbol	Focus	Book Title
1-2		sat pin md	
3		g o k c CVC/s	
4		ck e u r the to and is	
5		h b f l double consonants	
6		Review Week I go no of	

8		are	
9		all	
10		what	
11		Review Week	
12		Assessment Week	

Reading Handbook

Phase 3	1		j v w x	
	2		y z qu we me be	
	3		sh ch th ng he she	
	4		ai ee igh oa was my	
	5		oo ar or live	
	6		ur ow oi you	
	7		ear air er they	

Phase 4	1		said so	
	2		have like some come	
	3		were there little one	
	4		do does when out here says love	
	5		Review Week	
	6		Assessment Week	

Reading Handbook

Week	Symbol	Focus	Book Title
Unit 1	1	<ay> <ou> <ie> <ea> <i>Mr, Mrs, Ms</i>	
	2	<oy> <ir> <ue> <aw> <i>their, people, oh, there</i>	
	3	<wh> <ew> <oe> <i>looked asked called</i>	
	4	<au> <ey> <_e> <_o_e> <i>could should would</i>	
	5	<a_e> <u_e> <e_e> <ph>	
	6	Assessment Week	
Unit 2	7	Alternative phonemes for <a> <y>	
	8	Alternative phonemes for <c> <ch>	
	9	Alternative phonemes for <ea> <ear>	
	10	Alternative phonemes for <ey> <g>	
	11	Alternative phonemes for <i> <ie>	
	12	Alternative phonemes for <o> <oo>	
	13	Alternative phonemes for <ou> <ow>	
	14	Alternative phonemes for <s> <th>	
	15	Alternative phonemes for <u> <u_e> <ue>	
	16	Assessment Week	

Unit 3	17	Alternative graphemes for /ai/	
	18	Alternative graphemes for /ea/	
	19	Alternative graphemes for /igh/	
	20	Alternative graphemes for /oa/	
	21	Alternative graphemes for long /ool /yool /oy/	
	22	Alternative graphemes for short /ool /owl/	
	23	Alternative graphemes for /ori /oi/	
	24	Alternative graphemes for /eri /ear/	
	25	Alternative graphemes for /air/ /at/ /a/	
	26	Vowels Assessment Week	
Unit 4	27	Alternative graphemes for /chl, /ll, /lj and /kl	
	28	Alternative graphemes for /ml /nl /ng/	
	29	Alternative graphemes for /rl /sh/ /sl	
	30	Alternative graphemes for /wl /vl	
	31	Consonants Assessment Week	
	32	<s> <es> verb endings, <s> <ies> noun endings, <un> prefix	
	33	<er>, <est>, <ed> and <ing> endings	
	34	Assessment Week	

Reading Handbook

Oxford Reading Tree Books

Oxford Reading Tree is a trusted collection of engaging fiction and non-fiction books for young readers. The extensive reading collection provides a variety of writing styles, genres, and artwork.

Children at Swingate have access to this reading scheme by completing running reading records. This ensures that we are able to provide the right level of support or challenge to build confidence and develop comprehension skills. Although not all of these books are fully decodable, we understand that children learn to read in many different ways. By completing running reading records, we are able to carefully select the most accurate text for our children to take home.

All books are underpinned by Oxford Reading Levels to ensure children are reading books with the right level of support or challenge to build confidence, develop comprehension skills and foster a lifelong love of reading.

The book band colours link in with the All Aboard Phases meaning that children will be able to decode words. When children come across words that cannot be decoded, support from the adult will be given. All books from the Oxford Reading Tree schemes that are sent home are levelled as 'Instructional'. More detail on how running reading records work can be found below.

Oxford Reading Tree Book Band Colours and our Expectations

Year group	Letters and Sounds Phase	Oxford Reading Tree Level	Book Band	
Reception	1 (pre-reception)	1	Lilac	Expectation that children leave Year R on Yellow Book Band
	2	1+	Pink	
	3	2	Red	
	4	3	Yellow	
Year 1	4	4	Light blue	December Year 1: Blue/green book band
		4	Light blue	
		5	Green	
		6	Orange	
Year 2	6	7	Turquoise	Year 1 mid -year: green/orange
		7	Turquoise	
		8	Purple	
		9	Gold	
		10	White	
		11	Lime	End Year 1: Turquoise
				December Year 2: Purple
				Year 2 mid year: gold/white
				End Year 2: Lime



Reading Handbook

The table above shows the order of Oxford Reading Tree Book Band Colours. Children move through these book bands as their reading progresses. Children are unable to go up a book band unless a 'Running Reading Check' has been completed. Alongside this phrasing and fluency must be accurate and reading at a good pace before a child moves up a book band.

Oxford reading tree book band colours continue past Lime and children can access these at the teachers discretion.

A child reaches a free reader book when they have passed a Lime book band, comprehension and fluency skills are age appropriate.

PM Books

These books are used in our Early Year SLoR sessions. These books gradually increase in difficulty which when taught with teacher input allows children to make success with each book. (The process can be seen below.)

Pm fiction books range from emergent to advanced levels meaning the teachers can choose the most accurate level for each group which compliments their decoding ability but also allows them to engage with a variety of different characters which they can relate to. Each story contains a problem and resolution. These books allow the children to use the story's internal logic and their own experiences to predict, self-correct and develop their understanding of the story.

PM non-fiction books are written about subjects of interest the children all reading levels. They are presented logically contributing to the children enjoyment in reading.

These books compliment our children's reading as all different levels introduce and reinforce high frequency words (in line with what needs to be taught during each letters and sounds phase) as well as having varying complexity of sentences, spelling conventions, subject matters and words on a page.

At Swingate we feel it is important to immerse our children in a range of texts like these so that we engage all different types of learners and develop all reading abilities. These books also promote good quality book talk as well as engaging children in enjoying books together.

****For those children who are not ready for PM books, All Aboard Phonics decodable books are only used. ****

Reading Handbook

PM book Levels

Magenta

Magenta books (levels 1–2) are designed for students in the emergent literacy stage. Magenta books use careful text–illustration agreement, simple and predictable sentence structure, and familiar settings and experiences to build basic reading skills and concepts.

Magenta guided reading titles include:

35 books in PM Guided Reading	30 books in PM Starters	10 books in PM Gems	10 books in PM Photo Stories	26 books in PM+
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Red

Red books (levels 3–5) are designed for students who have learned to recognise a small pool of high-frequency words and have mastered basic reading concepts.

Red guided reading titles include:

30 books in PM Guided Reading	18 books in PM Stars	10 books in PM Gems	10 books in PM Photo Stories	10 books in PM Science Facts	36 books in PM+
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Yellow

Yellow books (levels 6–8) have multiple sentences on most pages of text. The stories are a little more complex, though care is still taken to support text with illustrations that are clear and unambiguous as well as engaging.

Yellow guided reading titles include:

30 books in PM Guided Reading	18 books in PM Stars	10 books in PM Gems	10 books in PM Photo Stories	10 books in PM Science Facts	36 books in PM+
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Blue

Blue books (levels 9–11) introduce greater sentence complexity. Blue non-fiction books begin to cover topics outside the immediate circle of home and school, such as visiting medical professionals, and exploring the natural world.

Blue guided reading titles include:

30 books in PM Guided Reading	18 books in PM Stars	10 books in PM Gems	10 books in PM Photo Stories	10 books in PM Science Facts	36 books in PM+
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Green

Green books (levels 12–14) feature greater word complexity, including compound words. Scientific concepts of interest to children, such as seasons, dinosaurs and floods, are introduced in both the non-fiction and fiction titles. From Green level onwards, engaging reader cards are available as well as books.

Green guided reading titles include:

30 books in PM Guided Reading	20 cards in PM Guided Reading	18 books in PM Stars	10 books in PM Gems	10 books in PM Photo Stories	10 books in PM Science Facts	36 books in PM+
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Orange

Orange titles (levels 15–16) are designed for students with a reading age of 6.5–7 years, and begin to transition students into a new phase of reading. Orange books are 16 pages, like earlier levels, but the majority are now portrait books, with less predictable designs, as a first step towards reading novels. Conventions such as glossaries and chapters are introduced in some books.

Orange guided reading titles include:

20 books in PM Guided Reading	20 cards in PM Guided Reading	6 books in PM Early Chapters	26 books in PM+	30 books in PM Library
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Turquoise

Turquoise titles (levels 17–18) are designed for students with a reading age of 7–7.5 years. Turquoise fiction and non-fiction titles feature exciting themes including danger and sports, to suit students' increasingly adventurous world views.

Turquoise guided reading titles include:

20 books in PM Guided Reading	20 cards in PM Guided Reading	6 books in PM Early Chapters	26 books in PM+	30 books in PM Library
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Purple

Purple titles (levels 19–20) are designed for students with a reading age of 7.5–8 years. Purple fiction books typically include chapters. By the end of Purple level, students will have encountered most of the high-frequency words in the English language.

Purple guided reading titles include:

20 books in PM Guided Reading	20 cards in PM Guided Reading	6 books in PM Early Chapters	26 books in PM+	30 books in PM Library
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Gold

Gold titles (levels 21–22) are designed for students with a reading age of 8–8.5 years. Gold level introduces students to longer books – typically 24 pages – with many of the conventions of novels. They include longer sentences and more multisyllabic words. Gold non-fiction books include advanced non-fiction conventions such as indexes and captions.

Gold guided reading titles include:

20 books in PM Guided Reading	20 cards in PM Guided Reading	6 books in PM Early Chapters	26 books in PM+	30 books in PM Library
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Silver

Silver titles (levels 23–24) are designed for students with a reading age of 8.5–9 years. Sentences with two or three clauses are common in Silver titles, and the story structures are more complex.

Silver guided reading titles include:

20 books in PM Guided Reading	20 cards in PM Guided Reading	6 books in PM Early Chapters	26 books in PM+	30 books in PM Library
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Emerald

Emerald titles (levels 25–26) are designed for students with a reading age of 9–10 years. The length of books typically increases to 32 pages, and fiction books are formatted like novels. Emerald titles cover a diverse range of topics and text types, as well as many different genres of fiction, including mystery and science fiction.

Emerald guided reading titles include:

20 books in PM Guided Reading	10 cards in PM Guided Reading	12 books in PM Library Extras	18 books in PM+	18 books in PM Library
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Ruby

Ruby titles (levels 27–28) are designed for students with a reading age of 10–11 years. The length of Ruby fiction typically increases to 48 pages. Ruby non-fiction titles explore fascinating real-world topics such as animal communication and working in extreme conditions, while the fiction titles feature sensitive family issues as well as exciting adventure stories.

Ruby guided reading titles include:

20 books in PM Guided Reading	10 cards in PM Guided Reading	12 books in PM Library Extras	18 books in PM+	18 books in PM Library
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Sapphire

Sapphire titles (levels 29–30) are designed for students with a reading age of 11–12 years. Some Sapphire books reach 64 pages in length. Sapphire fiction books are engagingly written stories ranging from exciting science fiction and historical fiction to relatable school experiences such as bullying.

Sapphire guided reading titles include:

20 books in PM Guided Reading	10 cards in PM Guided Reading	12 books in PM Library Extras	18 books in PM+	18 books in PM Library
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Reading Handbook

How do the books match overall?

	Oxford Reading Tree	PM Reader	All Aboard Phonics Decodable Texts
Phase 1	Lilac	Magenta 1, 2	
Phase 2	Pink	Red 3, 4	Sid Sat A Map Top Dog Tess is a Mess Mud on a Rug
Phase 3	Red	Red 5 Yellow 6, 7	Jill and Val Bad Dog Ben The Ping-Pong Song The Zud in the Mud The Seed A Shark in the Pool Boxer Dogs The Jazz Sisters A Fix for Fear Choi Gets a Coin Dash and the Fish Wicked Will
Phase 4	Yellow Light Blue	Yellow 8 Blue 9, 10, 11	Fin the Fish The Bed Frog Bad Luck, Crab! Raincoat Jess Runs just for Fun In the Woods
Phase 5	Green Orange Turquoise	Green 12, 13, 14 Orange 15, 16 Turquoise 17, 18	Food Fight Arjun's Toys Little Fish Flew Odd Critters Rodney's Game Bea's Kite Odd Critters 2 Animal Bank Job Bugs in a Beard Blue Whales Odd Critters 3 Moon Zoo Odd Critters 4 The Trash and the Bee



Reading Handbook

			The Rude Duke Joking Around Fay's Day Peaches and the Honey Migrating Birds Ro's Magic Cloak Blue Boy Blues Plastic is Pants Treasure map Animal Teeth A Hare in a Snare A Bird in the Hand Crickets Knights vs Ninja The Secrets of Ice Cream The History of Toilets How Will Wes Cross the River? The Praying Mantis Space Girls Pucks Big Race
Phase 6	Turquoise Purple Gold White Lime	Purple 19, 20 Gold 21, 22, 23 Silver 23, 24 Emerald 25, 26 Ruby 27, 28 Sapphire 29, 30	



Reading Handbook

Love of Reading

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf

At Swingate we promote a love of reading throughout our school. This is done through our teaching, promotion of books in our library, adult modelling, book talk but also through our environment. At Swingate we pride ourselves on having a superb library bursting with great literature. We know we have a wide range of resources to suit all abilities and interests for children from nursery to year 6.

A love of reading is promoted throughout our school environment. Reading hubs are situated across the school. These reading hubs home a range of different books and are used by all children for quiet reading as well as spaces for interventions to take place.

The reading hubs available are:

- Sports Hub
- The Menagerie

Instilling a love of reading early gives a child a head start on expanding their vocabulary and building independence and self-confidence. It helps children learn to make sense not only of the world around them but also people, building social-emotional skills and imagination.

We believe that reading helps grow children's vocabulary, self-confidence and imaginations. It exposes children to other view points and styles to develop their own mindsets as well as help them develop logic and problem-solving skills.

All classes have access to our library where all children are able to choose a book to take home to read with family and friends. At Swingate we value reading and so this is a protected part of everyday life. It helps children relax as well as develop discussions which in turn supports children oracy progression.

Each year, Swingate takes part in World Book Day, with reading themed activities taking place for the entirety of that week.

Book Vending Machine

In the academic year 2023-24 we created the role of Reading Ambassadors. The reading ambassadors were taken to visit a local school who have a Book Vending Machine and decided this would be beneficial for our school. As a result, we held our first ever Reading Fayre to raise money for our own Book Vending machine. The children took part in book-themed stalls and bought books. The proceeds will be spent purchasing the machine for the school which will be used to reward children for their reading endeavours. The children voted in their classes for which books they wanted to see inside the machine, generating talk about a range of books and garnering excitement from them.



Reading Handbook

Format of SLoR sessions

SLoR – Swingate’s Love of Reading is Swingate’s guided reading sessions.

These take place whole class from Year 2 to Year 6 and in groups from EYFS to Year 2. (In Term 2, Year 2 move on to whole class SLoR teaching.)

FS and KS1 (until whole class is taught)

Teaching sequence:

1. Teacher taught	2. TA taught (following assessment from the teacher the day before)	3. Children read same book/text	4. Children read same book/text	5. Comprehension based activity
Introduction of book. Word work. Phrasing & fluency Common Exception Words.	TA recap (identifying any fluency difficulties).	This will be independently, in pairs or groups improving on areas identified in the last two adult led sessions.	This will be independently, in pairs or groups improving on areas identified in the last two adult led sessions.	Children complete an activity around the book; focusing on early comprehension and high order thinking.

At Swingate, our children read a range of colour banded books from the Oxford Reading Tree scheme in their SLoR sessions. The non-fiction Oxford Reading Tree books are typically more difficult to read for children in KS1 because they contain more complex vocabulary, sentence structures, and ideas compared to the fiction books. Non-fiction texts are often written to inform, explain, or persuade, and therefore may use more technical language and ideas that may be new or unfamiliar to young readers. In addition, non-fiction texts often contain a lot of visual information such as diagrams, charts, and maps, which can be challenging for younger readers to understand and interpret. As a result, it's important to provide children with appropriate support and guidance when reading non-fiction texts, such as pre-reading activities, discussions, and explanations of key vocabulary and concepts which we provide through our SLoR sessions. Therefore, as a school we have chosen to adjust the bands of books to suit our children’s needs.

As stated previously, using a combination of PM Books, ORT books, and the All Aboard Phonics Scheme books provides a comprehensive and effective approach to teaching phonics and developing early reading skills at Swingate. If, however, we feel that a child is not ready for PM or ORT books, then the All Aboard Phonics decodable books are only used. These will be used in their phonics lessons as well as used in their SLoR sessions to consolidate the sounds they have learnt that week.

Reading Handbook

Running Reading Records

At Swingate we complete running reading records when we feel a child is able to progress onto the next book band.

A Running Reading Records is an assessment tool which provides an insight into a student's reading as it is happening (Clay, 1993)

A Running Record provides information on the following:

- a score of word reading accuracy
- an analysis of a reader's errors and self-corrections
- an analysis of the reading strategies used.

Running records provide a reliable assessment of oral reading on continuous text. The teacher uses standard conventions to document what the child is saying and doing as they read. The procedures for interpreting the record ensures that the record taken is a true reflection of the child's performance. During the assessment the teachers can also take the opportunity to assess for comprehension and fluency so that children's skills across reading can be targeted. The running reading records are useful for assessing text difficulty to ensure the correct text is matched to the child's ability especially where children struggle to learn through phonics. It supports with grouping children into ability for the purposes of our SLoR sessions. It supports us to monitor children's reading progress over time as well as closely observe those students who are having particular difficulty in an area of reading and who may need to access an intervention like BRP or SRP.

Running reading codes:

READING BEHAVIOUR	CODE	EXAMPLE	ERROR
Accurate Reading	√	√ √ √ √ √ √ √ I saw the cat run in the house.	No error
Substitution	<u>stopping</u>	<u>stopping</u> The truck stopped for the school bus.	1 error for each
Repetition	←----- home when R	←-----R The girl was at home when dad left.	No error
Self-correction	sc <u>cub</u> cube	sc <u>cub</u> Put the ice cube back in the glass.	No error
Omission	_____ winter	_____ We like playing winter sports.	1 error for each
Insertion	over ^	over Come ^ to my house to swim.	1 error for each
Sounding Out	<u>d-i-g</u> dog	<u>d-i-g</u> My dog is in the backyard.	1 error
Spelling Word	<u>M-A-N-Y</u> many	<u>M-A-N-Y</u> We have too many candies.	1 error
Told by Teacher	T just	T Just get your work done!	1 error
Appeal by Student	A said	A I said I wanted to leave.	No error unless T
Long Pause	//	There are too // many people.	No error



Reading Handbook

Level of Text Difficulty

▼ Readers who score 95-100% word accuracy

Are decoding texts which are **easy** and do not provide any challenges for problem solving strategies. These texts are useful for promoting phrasing, fluency and vocabulary recognition.

▼ Readers who score 90-94% word accuracy

Are decoding **instructional** texts which have the 'right' amount of challenge for developing and practising new reading strategies. This level of text difficulty will be just 'right' if the teacher provides guidance and feedback to ensure students can practise the new skills and support.

▼ Readers who score below 90% word accuracy

Are decoding text that is too hard, will most likely result in a loss of meaning or engagement with the text. These texts are best to read to students.

**Scoring
word**

Reading Accuracy

Error rate – the number of errors made whilst reading signals how difficult a text is.

To determine the error rate, a teacher needs to:

- count the number of words in the section of text or whole text read (100 to 150 words is ideal but smaller texts in their entirety can be used too)
- Divide this by the number of errors recorded.

For example, an error rate of 1:10 means for every 10 words read, one error is made.

MSV is recorded in the Information Used section of the Running Record and the specific sources of information used to contribute to the error are identified and circled as to whether the reader was using:

- semantic cues (meaning)
- syntactic cues (structure)
- graphophonic cues (visual).



Reading Handbook

Self-correction rate

To determine the self-correction rate of a Running Record, a teacher needs to:

- Add the number of self-corrections with the number of errors
- Divide by the number of self-corrections

For example, a self-correction rate of 1:4 means for every four errors, one is self-corrected

Error rate	Accuracy rate	Text difficulty
1:200	99.5	Easy texts These texts are useful for promoting phrasing, fluency and vocabulary recognition.
1:100	99	
1:50	98	
1:35	97	
1:25	96	
1:20	95	
1:17	94	Instructional texts Have the 'right' amount of challenge for developing and practising new reading strategies. This level of text difficulty will only be just 'right' if the teacher provides guidance and feedback to ensure students can practise the new skills with support.
1:14	93	
1:12.5	92	
1:11.75	91	
1:10	90	
1:9	89	Hard texts These texts are best read to students as the level of complexity is too high to ensure reading for meaning.
1:8	87.5	
1:7	85.5	
1:6	83	
1:5	80	
1:4	75	
1:3	66	
1:2	50	



Reading Handbook

Reading Interventions available at Swingate Primary School

SRP – Specialist Reading Partnership

SRP helps children in KS1 (years 1 and 2) who are not finding it easy to learn to read and write. Children who have not picked up the skills from the classroom teaching will often get confused or feel scared about reading, and can start to fall behind their peers. The SRP intervention involves structured one-to-one sessions with an experienced trained Teaching Assistant.

The TA creates a tailor-made programme for your children to build upon what he/she knows and understands. The intervention consists of 30 minute one to one sessions every day for up to 70 sessions. These sessions aim to bring your child's reading up to the average level for his/her age, boosting his/her confidence and enjoyment of learning.

BRP – Better Reading Partnership

A trained Better Reading Support Partner provides a 10-week programme of three 15-minute one-to-one sessions per week for pupils who have fallen behind in reading. The Partner uses simple assessments to select three texts for each pupil to read in each session. They provide a relaxed environment that gives pupils the time and space to practise and apply the skills taught by their teachers and to talk about their reading with an interested adult.

This is run by a trained Teaching Assistant in the school who understands the reading processes – decoding, comprehension, fluency and vocabulary development. They are able to select suitable texts, talk to the children about their reading and learning in order for them to progress through the book bands and become a more confident and skilled reader.

Inference Training

Inference Training is a targeted year 6 reading intervention to support our current year 6 readers develop their inference skills. This intervention helps children in KS2 improve their reading ability to be able to read for meaning and enjoyment. Staff running the intervention have a good understanding of pupils' barriers to reading comprehension and plan activities to develop strategies to help pupils improve reading comprehension. At Swingate we use Pixl resources to help us deliver this programme.

This intervention is run on a weekly basis with children taking part 3 times a week.



Reading Handbook

Reading Progression across year groups

Development Matters EYFS Statements and National Curriculum objectives

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statements from DM	Word Reading					
<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known</p>	<p>apply phonic knowledge and skills as the route to decode words</p>	<p>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</p>



Reading Handbook

<p>letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter– sound correspondences</p>	<p>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p>	<p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p>	<p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>			
	<p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p>	<p>read accurately words of two or more syllables that contain the same graphemes as above</p>				



Reading Handbook

<p>and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Engage in storytimes.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p>	<p>read words containing common suffixes</p>				
	<p>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p>	<p>read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</p>				



Reading Handbook

<p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Develop storylines in their pretend play.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>read other words of more than one syllable that contain taught GPCs</p>	<p>read most words quickly and accurately, without overt sounding and blending , when they have been frequently encountered</p>				
	<p>read words with contractions, and understand that the apostrophe represents the omitted letter(s)</p>	<p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p>				



Reading Handbook

<p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Think about the perspectives of others.</p> <p>Compare and contrast characters from stories, including</p>	<p>read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p>					
	<p>reread these books to build up their fluency and confidence in word reading</p>	<p>reread these books to build up their fluency and confidence in word reading</p>				



Reading Handbook

figures from the past.	Comprehension			
	develop pleasure in reading, motivation to read, vocabulary and understanding by:		develop positive attitudes to reading, and an understanding of what they read, by:	maintain positive attitudes to reading and an understanding of what they read by:
	listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
	being encouraged to link what they read or hear to their own experiences	discussing the sequence of events in books and how items of information are related	reading books that are structured in different ways and reading for a range of purposes	reading books that are structured in different ways and reading for a range of purposes



Reading Handbook

	becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	using dictionaries to check the meaning of words that they have read	increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
	recognising and joining in with predictable phrases	being introduced to non-fiction books that are structured in different ways	increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	recommending books that they have read to their peers, giving reasons for their choices
	learning to appreciate rhymes and poems, and to recite some by heart	recognising simple recurring literary language in stories and poetry	identifying themes and conventions in a wide range of books	identifying and discussing themes and conventions in and across a wide range of writing
	discussing word meanings, linking new meanings to those already known	discussing and clarifying the meanings of words, linking new meanings to known vocabulary	preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	making comparisons within and across books
		discussing their favourite words and phrases	discussing words and phrases that capture the reader's interest and imagination	learning a wider range of poetry by heart
		continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate	recognising some different forms of poetry	preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience



Reading Handbook

		intonation to make the meaning clear		
	understand both the books they can already read accurately and fluently and those they listen to by		understand what they read, in books they can read independently, by	understand what they read by
	drawing on what they already know or on background information and vocabulary provided by the teacher	drawing on what they already know or on background information and vocabulary provided by the teacher	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
	checking that the text makes sense to them as they read and correcting inaccurate reading		asking questions to improve their understanding of a text	asking questions to improve their understanding
	discussing the significance of the title and events	making inferences on the basis of what is being said and done	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
	making inferences on the basis of what is being said and done	answering and asking questions	predicting what might happen from details stated and implied	predicting what might happen from details stated and implied
	predicting what might happen on the basis of what has been read so far		identifying main ideas drawn from more than 1 paragraph and summarising these	summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas



Reading Handbook

	participate in discussion about what is read to them, taking turns and listening to what others say	participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	identifying how language, structure, and presentation contribute to meaning		identifying how language, structure and presentation contribute to meaning
	explain clearly their understanding of what is read to them	explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	retrieve and record information from non-fiction		discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
			participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say		distinguish between statements of fact and opinion
					retrieve, record and present information from non-fiction
					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



Reading Handbook

					explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
					provide reasoned justifications for their views

Whole School Progression of Teaching Reading across the Year

Year Group	Skill	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Objective	Objective	Objective	Objective	Objective	Objective
Nursery		<p><i>*Due to cohorts joining throughout the year these objectives will taught repetitively and built upon.*</i></p> <p>Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother <p>Engage in extended conversations about stories, learning new vocabulary</p>					



Reading Handbook

Year R		Engage in story times. Listen to and talk about stories to build familiarity and understanding. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them.	Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Engage in non-fiction books.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Listen carefully to rhymes and songs, paying attention to how they sound. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.	Describe events in some detail. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Learn rhymes, poems and songs.	Use new vocabulary in different contexts.
Year 1	<p>The Child as a reader</p> <p>Word Reading, Decoding & Understanding</p> <p>Retrieval</p> <p>Sequencing</p> <p>Inference</p> <p>Prediction</p>	<p>Is increasingly familiar with a wide range of poems, stories, fairy stories and traditional tales</p> <p>a. Can apply phonic knowledge as a route to decode words</p> <p>b. Can recognise, read and identify correct sound to grapheme for all 40+ phonemes</p> <p>a. Identify components of a story - beginning, middle and end</p> <p>a. Can discuss the significance of the title</p>	<p>b. Is developing pleasure in reading</p> <p>c. Can recognise, read and identify alternative sounds for some graphemes</p> <p>d. Can break words into more than one syllable that contain taught GPCs</p> <p>a. Join in with predictable phrases or refrains</p> <p>a. Can answer simple 'How' and 'Why' questions from pictures or text</p>	<p>c. Can recognise rhymes and some simple poems</p> <p>e. Can read words with increasing fluency without overt sounding and blending</p> <p>f. Can read common exception words</p> <p>b: Can explain what is read in their own words</p> <p>b. Can make predictions sometimes based on what has been read so far</p>	<p>g. Can recognise and read prefix un and use this to construct meanings of words</p> <p>h. Can recognise and read a range of suffixes and use these to construct the meanings of words in context e.g. s, es, ing, er, est, ed</p> <p>c. Recall main points (who, what, where, when, how, why answers)</p> <p>b. Can discuss the actions of characters and justify views on the basis of what is being said and done</p>	<p>i. Can recognise an increasing range of punctuation (. CL ! ?) and use this to add expression and understanding to the text</p> <p>k: Can read words with simple contractions</p> <p>d. Link what they read or hear to their own experiences</p>	<p>l: Can discuss word meanings, linking new meanings to those they already know</p>



Reading Handbook

Objectives and skills to develop the child as a reader MUST be covered through daily 1-1 reading activities and teaching

'The child as a reader' objectives must be covered through 1-1 reading and are not stated here.

Year 2	<p>Word Reading, Decoding & Understanding</p> <p>Retrieval</p> <p>Sequencing</p> <p>Inference</p> <p>Prediction</p>		<p>Can read fluently at 100+ words per minute when reading unknown texts those they already know</p> <p>b. Can recognise and read a range of suffixes and use these to construct the meanings of words in context e.g. ed, ing, er, est, ly, ful, less, ness, ment</p> <p>Can retrieve specific information from a text extract by scanning for key/question words (including pronouns linked to people/names)</p> <p>Identify components of a story - beginning, middle and end, problem, resolution</p> <p>Can discuss the actions of characters and justify views on the basis of what is being said and done, giving reasons for answers using simple evidence from the text</p> <p>Can make predictions on the basis of what has been read so far</p>	<p>c. Can explain how punctuation changes how they read a sentence/passage</p> <p>b. Can navigate increasingly longer texts to retrieve specific information</p> <p>Identify components of a story - beginning, middle and end, problem, resolution</p> <p>b. Can make inferences about the motivation for actions, behaviour or feelings.</p> <p>Can make predictions on the basis of what has been read so far</p>	<p>d. Can use the context of the text to help read unfamiliar words, reading up, down and around a key point</p> <p>c. Can summarise or reframe the main points from a passage or a text in your own words</p> <p>Identify components of a story - beginning, middle and end, problem, resolution</p> <p>c. Can ask questions to improve their understanding of a text</p> <p>Can make predictions on the basis of what has been read so far</p>	<p>e. Can discuss word meanings, linking new meanings to</p> <p>d. Can recognise and talk about the main differences between fiction and non-fiction texts including purpose and audience</p> <p>Identify components of a story - beginning, middle and end, problem, resolution</p> <p>d. Is beginning to identify the author's main purpose for writing</p> <p>Can make predictions on the basis of what has been read so far</p>	<p>f. Can recognise adjectives, adverbs and similes and discuss their impact on the reader</p> <p>g. Can identify how vocabulary choices affect meaning including phrases/groups of words</p> <p>b. Can navigate increasingly longer texts to retrieve specific information</p> <p>c. Can summarise or reframe the main points from a passage or a text in your own words</p> <p>Identify components of a story - beginning, middle and end, problem, resolution</p> <p>e. Can explain what the writer might be thinking</p> <p>Can make predictions on the basis of what has been read so far</p>
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Reading Handbook

Year 3	Word reading and decoding	Can decode unknown words rapidly and without undue hesitation	b. Can recognise, read and identify the full range of vowel graphemes	c. Can recognise, read and identify the full range of consonant graphemes	d. Can break words into syllables	h. Can understand and talk about the purpose of a specific paragraph e.g. it groups information together about...	i. Can understand and talk about the features of page layout in non-fiction texts e.g. titles, subheadings, labels, diagrams and charts
	Retrieval	Shows understanding of main points with reference to the text (who, what, where, when, how, why)	b. Can read closely to obtain specific information e.g. what type of clothes someone was wearing	d. Is beginning to scan for a specific purpose e.g. looking for specific information: names of characters etc	f. Can recognise and talk about the main differences between fiction and non-fiction texts	e. Can identify and discuss characters, speculating how they might behave and giving reasons linked to the text	g. Can identify the language used to create mood
	Making Inferences	Can make plausible predictions based on knowledge of the text (or of books on similar themes or by the same author)	c. Can identify, select and highlight key words in a sentence to answer recall questions	e. Is beginning to skim e.g. to search for adjectives which describe a character	g. Can identify the key features of different text types	f. Can empathise with a character's motives and behaviour	f. Can explain how simple and complex sentences influence meaning
	Language in context and choice of language	Can discuss word meanings, linking new meanings to those they already know	b. Can discuss the actions of the main characters and justify views using evidence from the text	c. Can summarise the main points from a passage or a text	d. Can make inferences about characters' actions in a story based upon evidence from the text	e. Can collect words from their reading to use in their own writing	f. Can simply evaluate specific texts with reference to text type e.g. these are good instructions because...
	Responding to text	a. Is beginning to identify the author's main purpose for writing - 'He doesn't want any more turtles to be killed'	b. Can recognise adjectives, adverbs/simple adverbial phrases and similes	c. Can identify how vocabulary choices affect meaning e.g. 'Crept lets you know that he is trying to be quiet but also that he was going slowly because he did not want to be caught'	d. Can comment on the author's choice of language to create mood and build suspense e.g. suddenly is used to show that something surprising is coming next	e. Is beginning to identify and comment on different points of view in the text	
	Themes and Conventions	Can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books	b. Can participate in discussion about both books that are read to them and those they read for themselves, taking turns and listening to what others say	c. Can explain how they think the author wants the reader to respond	e. Can prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	b. Can recognise some features of the text that relate to its historical setting or its social or cultural background e.g. 'The girls had on red flannel petticoats because that is what they wore then' or 'Grandpa Chatterji wears a dohti because he comes from India.'	
	Oracy and reading			c. Can ask questions to improve their understanding of a text		e. Can read dialogue with appropriate expression	



Reading Handbook

Year 4	<p>Word reading and decoding</p> <p>Retrieval</p> <p>Making Inferences</p> <p>Language in context and choice of language</p> <p>Responding to text</p> <p>Themes and Conventions</p> <p>Oracy and reading</p>	<p>Can read age appropriate texts with a good level of fluency and stamina</p> <p>a. Understands and explains the main points from what they have read, with direct reference to the text</p> <p>b. Identify explicit details from the text, showing the section of the text they found the information</p> <p>Can make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas</p> <p>Identifies the main purpose of a text</p> <p>Confidently discusses a range of reading experiences with peers and adults</p>	<p>b. Can use a range of strategies to decode unfamiliar words</p> <p>c. Is able to skim short passages to answer recall questions</p> <p>d. Is able to scan short passages to answer recall questions</p> <p>b. Is able to describe the actions of characters in a text and begin to explain them, in the context of the narrative</p> <p>b. Discusses ideas from throughout a text e.g. how a conclusion may be linked to an opening</p> <p>b. Responds orally to texts read to them and those that they have read themselves, showing increasing maturity in the way they engage with the discussion</p>	<p>c. Can read and understand the meaning of words with prefixes from the Year 3/4 curriculum</p> <p>e. Can talk about key differences between text types, including texts of the same type but written by different authors</p> <p>c. Can summarise the main points from a section of text</p> <p>c. Is able to identify intended impact of a text and explain whether they feel the text has had the desired effect</p> <p>c. Chooses skilful questions to improve their understanding of the text</p>	<p>d. Can read and understand the meaning of words with suffixes from the Year 3/4 curriculum</p> <p>f. Is able to explain how paragraphs have been used to organise a text</p> <p>d. Can make inferences about characters' actions in a story based on evidence from the text</p> <p>d. Discusses viewpoints in a text, where appropriate of more than one character</p> <p>e. Demonstrates an ability to interpret how a character is feeling or behaving, when reading dialogue aloud.</p>	<p>e. Uses a range of punctuation to add meaning to what they are reading</p> <p>g. Is able to explain how the format and presentation of a text impacts on the reader</p> <p>e. Can empathise with a character's motives and behaviours</p> <p>e. Can evaluate the overall quality of a text, as well as the inclusion of specific features</p>	<p>f. Gives meaning to new language using the context in which it appears</p> <p>Uses their broad reading experiences to compare books by the same author or on a similar theme</p> <p>b. Begins to recognise the importance of cultural or historical settings on how a text is composed</p> <p>d. Confidently reads a range of texts aloud, considering intonation, tone, volume and actions</p>



Reading Handbook

Year 5	Word reading and decoding	a. Reads with fluency and stamina b. Can use a range of strategies to decode unfamiliar words without impacting on overall fluency	c. Can read and understand the meaning of words with prefixes from the Year 5/6 curriculum b. Identify explicit details from the text, showing exactly where in the text they found the information	d. Can read and understand the meaning of words with suffixes from the Year 5/6 curriculum c. Is able to skim whole texts to answer recall questions d. Is able to scan whole texts to answer recall questions	e. Explains how punctuation and sentence construction is used to enhance meaning e. Can identify the text type according to key features e. Confidently uses new language from their own reading experiences in their written and spoken work	f. Uses knowledge of vocabulary and context to give meaning to new language f. Recognises common themes/styles in texts written by the same author f. Explains the use of sentence structures according to desired effect on the reader	g. Comments on the impact of organisational and presentational features of a text a. Identifies key themes and styles in books and extracts by a range of authors b. Can explain the importance of cultural or historical settings on how a text is composed e. Uses information from the text to direct their presentation of it to others
	Retrieval	a. Retrieves key details and some quotations from the text to demonstrate understanding of key details/information in a text	b. Recognises a range of descriptive devices including figurative language b. Selects information from across a text to explain or illustrate their ideas b. Constructs detailed responses about what they have read, demonstrating deep understanding and maturity as a reader	d. Comments upon language choices/structures of different authors (particularly in poetry) c. Probes texts deeply through their own questioning and evaluation	c. Compares the behaviour and feelings of different characters in a text d. Confidently presents texts aloud to a range of audiences		
	Making Inferences						
	Language in context and choice of language	a. Explains clearly how vocabulary choices affect meaning in a range of text types a. Explains the inclusion of different sections of a text i.e. tables in NF, flashbacks in narrative etc a. Makes links between own reading experiences and that of others					
	Responding to text						
	Themes and Conventions						
	Oracy and reading						



Reading Handbook

Year 6	Meaning of words	a. Can show an understanding of the meaning of vocabulary in different contexts	b. Can find and copy one word/groups of words with a particular meaning	c. Can find words in a text that most closely match the meaning of a given word	d. Can explain what words suggest about a given subject	e. Can talk about a growing repertoire of vocabulary and know how to independently find out what unknown words in text mean	f. Can decide whether statements about a text are true or false, using direct reference to the text
	Retrieval	a. Can retrieve key details and quotations to demonstrate understanding of character, events and information	b. Can answer who, what, why, where, when, which, how questions, using direct reference to and quotes from the text	c. Can provide developed explanations for key information, events, character actions and motivations	d. Can provide straightforward explanations for the purpose of the language, structure and presentation of texts	e. Can identify whether statements from a text are fact or opinion	f. Can use information from the whole text to answer questions e.g. true or false
	Summarise	a. Can accurately and selectively summarise main ideas, events, characters and information from fiction	b. Can accurately and selectively summarise main ideas, events, and information from non-fiction	c. Can identify key details and use quotes for illustration	d. Can accurately order summaries of different paragraphs within a text	e. Can identify the main message in a poem/story	f. Can empathise with different characters' points of view
	Inference	a. Can search for simple clues within the text to support 'reading between the lines'	b. Can make developed inferences drawing on evidence from the text and wider personal experience	c. Can use clues from action, dialogue and description to interpret meaning	d. Can prove or disprove a statement about character or setting by finding evidence in the text	e. Can explain and justify inferences, providing evidence from the text to support reasoning	f. Can use text format and text features accurately to determine text type
	Predict	a. Can make developed predictions that are securely rooted in the text	b. Can explain their prediction choices fully, using evidence from the text	c. Can make predictions about characters including how their behaviour may/may not change and how they may/may not appeal to the reader, justifying answers with reference to the text	d. Can identify key features such as setting, action, past events	e. Can identify and comment on the presentational features of text	a. Can make accurate and appropriate comparisons within texts
	Identify & Explain	a. Can identify/explain how the sequence of events in narrative fiction contributes to meaning as a whole	b. Can find and discuss evidence of themes and conventions in different genres and forms of text	c. Can identify and comment on the grammatical features of text	d. Can identify what impression a word/words give the reader	e. Can understand and recognise different forms of poetry, discuss their meaning and impact on the reader	b. Can make comparisons about how a character changes e.g. their opinion, how they are different after a certain event
	Making comparisons	a. Can identify a range of figurative language e.g. metaphor, simile, alliteration, idioms, euphemism, personification etc.	b. Can comment upon the use and effect of the author's language on the reader	c. Can explain the effect of figurative language upon the reader			



Reading Handbook

Reading Texts Across the School

	Class read						Text for English					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	Funny Bones by Janet and Allen Ahlberg Owl Babies by Martin Waddell The Very Hungry Caterpillar by Eric Carle	Sharing a Shell by Julia Donaldson The Squirrels who Squabbled by Rachel Bright	Mixed by Arree Chung How to Catch a Star by Oliver Jeffers	Handa's Surprise by Eileen Browne Arlo The Lion Who Couldn't Sleep by Catherine Rayner	And Tango Makes three by Justin Richardson You're Called What? by Kes Gray	The Lion Inside by Rachel Bright Oi Frog! by Kes Gray	Colour monster goes to school by Anna Llenas What makes me a me by Ben Faulks Who is in my family? By Robie H Harris	Goldilocks and the three bears by Robert Southey Little Red Riding Hood by Charles Perrault The Gingerbread man Jim Aylesworth The Three Little Pigs by James Halliwell-Phillips The Enormous Turnip by Irene Yates Jack and the Beanstalk by Jack Spriggins	I want to be a police officer by Laura Driscoll I want to be a Doctor by Laura Driscoll I want to be a teacher by Laura Driscoll I want to be a Veterinarian by Laura Driscoll Just going to the Dentist by Mercer Mayer	Farmer Duck by Martin Waddell Walking through the jungle by Julie Lacome Commotion in the Ocean by Giles Andreae Mad about minibeast by Giles Andreae Save the Arctic by Bethany Stahl How Tiger got his stripes by Rob Cleveland	Day at the beach by Tom Booth A park connects us by Ellen Rooney Sunday Shopping by Sally Derby In the Woods by Chris Wormell The tiger who came to tea by Judith Kerr My Busy green Garden by Terry Pierce	There's a superhero in your book by Tom Fletcher Into the Castle by June Crebbin How to catch a Mermaid by Adam Wallace Aliens love Underpants by Claire Freedman Miss Tourie's Magical Creatures By Joy Keller Winnies magic Wand by Valerie Thomas Going to school by Anne Civardi



Reading Handbook

Reception	<p>The Puffin Book of Fantastic First Poems <i>by June Crebbin</i></p> <p>A children's treasury of Milligan Classic Stories and Poems</p> <p>Five- minute Christmas Stories <i>by Miles Kelly</i></p>	<p>The Giraffe, The Pelly and Me <i>by Roald Dahl</i></p> <p><i>Winnie the Pooh</i> by A.A Milne</p>	<p>My Naughty Little Sister's Friends <i>by Dorothy Edwards</i></p> <p><i>Mrs Pepperpot Stories</i> by Alf Proysen</p>	<p>Valley of the Dinosaurs <i>by Mary Pope Osbourne</i></p> <p>The Dinosaurs Diary <i>by Julia Donaldson</i></p>	<p>The Perfect Kitten <i>by Holly Webb</i></p> <p>More Naughty Little Sister Stories <i>by Dorothy Edwards</i></p>	<p>Wigglesbottom Primary: Super Dog <i>by Becka Moor and Pamela Buckhart</i></p> <p>The Enormous Crocodile <i>by Roald Dahl</i></p>	<p>Best Test by Pippa Goodhart</p> <p>Shu Lin's Grandpa by Matt Goodfellow</p> <p>Zog and the flying Doctors by Julia Donaldson</p> <p>Ephra the Elephant by Susan Hellard</p>	<p>Goldilocks and the Three Bears</p> <p>The Three Little Pigs</p> <p>The Three Billy Goats Gruff</p> <p>The Book without a Story by Carolina Rabei</p>	<p>The Gruffalo by Julia Donaldson</p> <p>Monstersaurus by Claire Freedman</p> <p>Dear Dinosaur by Chae Strathie</p>	<p>Man on the Moon by Simon Bartam</p> <p>Whatever Next! By Jill Murphy</p> <p>Supertato by Sue Hendra & Paul Linnet</p>	<p>The Very Hungry Caterpillar by Eric Carle</p> <p>Jaspers Beanstalk by Nick Butterworth & Mick Inkpen</p> <p>When I was a Child by Andy Stanton</p>	<p>Handa's Surprise Eileen Browne</p> <p>What a Wonderful World by Bob Thiele</p> <p>Oliver's Fruit Salad by Vivian French</p> <p>Little Honey Bee by Caryl Lewis</p>
Year 1	<p>The Naughtiest Unicorn by Pip Bird</p> <p>Billionaire Boy by David Walliams</p> <p>The Christmasaurus by Tom Fletcher</p>	<p>The Adventures of Harry Stevenson by Ali Pye</p> <p>Bad Panda by Swapna Haddow</p> <p>Hilda and the Troll by Luke Pearson</p>	<p>The Hat full of Secrets by Karl Newson</p> <p>Fluff the Farting Fish by Michael Rosen</p>	<p>My Naughty Little Sister by Dorothy Edwards</p> <p>Gangsta Granny by David Walliams</p> <p>The BFG by Roald Dahl</p>	<p>The Secret Explorers and the Rainforest Rangers by SJ King</p> <p>Betsey Biggalow is Here! By Malorie Blackman</p> <p>Beaver Towers by Nigel Hinton</p>	<p>The Marvellous Granny Jinks and Me by Serena Holly</p> <p>Daisy and the Trouble with Chocolate by Kes Gray</p> <p>The Adventures of Captain Underpants by Dav Pilkey</p>	<p>Incredible You by Nathan Reed</p> <p>The Tiger that came to Tea by Judith Kerr</p> <p>Beegu by Alexis Deacon</p>	<p>Flat Stanley by Jeff Brown</p> <p>Polar Express by Chris Van Allsburg</p> <p>Paddington's Christmas Post by Michael Bond</p>	<p>The Jolly Postman by Allan Ahlberg</p> <p>The Bear who Stared by Duncan Beedie</p>	<p>The Three Little Pigs and The Big Bad Book by Lucy Rowland</p> <p>How to sneak your monster into school by Christopher Francis</p>	<p>Dear Dinosaur by Chae Strathie</p> <p>Perfectly Peculiar Pets by Elli Woollard & Anja Boretski</p> <p>On the Way Home by Jill Murphy</p>	<p>What makes me a me? By Ben Faulks</p> <p>The Koala Who Could by Rachel Bright</p> <p>Dear Teacher by Amy Husband</p>
Year 2	<p>The Dinosaur's Diary by Julia Donaldson</p> <p>Mr Majeika and the Ghost Train</p>	<p>Kate on the Case by Hannah Peck</p> <p>Dave Pigeon by Swapna Haddow</p>	<p>The Highland Falcon Thief by MG Leonard</p> <p>The Case of the Vanishing Granny by</p>	<p>Harry Potter and the Philosopher's Stone by J.K Rowling</p>	<p>The Monster Storyteller by Jacqueline Wilson</p> <p>Koala Calamity by</p>	<p>Mr Penguin and the Lost Treasure by Alex T Smith</p> <p>The Accidental Prime Minister</p>	<p>Meerkat Mail by Emily Gravett</p> <p>Giraffes can't dance by Giles Andreae</p>	<p>Stars with Flaming Tails by Valerie Bloom</p> <p>A Christmas Carol by Tony Mitton</p>	<p>Mr Wolf's Pancakes by Jan Fearnley</p> <p>Queen Victoria's bathing machine by Gloria Whelan</p>	<p>Diary of a wombat by Jackie French</p> <p>Don't look in this book by</p>	<p>Coming to England by Floella Benjamin</p>	<p>The Lost Homework by Richard O'Neill</p>



Reading Handbook

	by Humphrey Carpenter The Secret Diary of Jane Pinny - Victorian House Maid by Philip Ardagh	Planet Omar by Zanib Mian	Alexander McCall-Smith Mr Gum by Andy Stanton	The Penguin who wanted to find out by Jill Tomlinson Trouble with Animals by Jeremy Strong	Jonathan Meres The Nothing To See Here Hotel by Steven Butler	by Tom McLaughlin The Boy who grew Dragons by Andy Shepherd	Taco Parrot by Gustavo Rodriguez Three Billy Goats Gruff by Mara Alperin Wombat Stew by Marcia Vaughan	Dear Father Christmas by Alan Durant	Grandads Island by Benji Davies	Samuel Langley-Swain Fungus the Bogeyman by Raymond Briggs	The Day the Crayons Quit by Drew Daywalt	Inside the Villains by Clotilde Perrin Dear Dragon by Josh Funk
Year 3	Harry Potter and the Chamber of Secrets by J.K. Rowling, How I Became a Dog Called Midnight by Ben Miller, Unipiggle The Unicorn Pig by Hannah Shaw	Code Name Bananas by David Walliams Can You See Me? by Libby Scott Frank Einstein by Jon Scieszka	The Mystery of the Disappearing Underpants by Nikki Young The Land of Roar by Jenny McLachlan	The Train to Impossible Places by P.G. Bell The Boy who made Everyone Laugh by Helen Rutter The Legend of Kevin by Philip Reeve and Sarah McIntyre	Mr Penguin and The Lost Treasure by Alex T. Smith The Boy at the Back of the Class by Onjali Q. Rauf, The Story of Tracy Beaker by Jacqueline Wilson	The London Eye Mystery by Siobhan Dowd There's a Werewolf in my Tent! By Pamela Butchart	The Tale of a Toothbrush by M.G. Leonard The Wolf's story by Toby Forward Mr Men in London by Adam Hargreaves	How to wash a Woolly Mammoth by Michelle Robinson Perfectly Norman by Tom Percival The Magic Box: Poems for children by Kit Wright	Dear Greenpeace by Simon James After the Fall by Dan Santat	Arthur and the Golden Rope by Joe Todd Stanton Little Red by Bethan Woolvin	Diary of a Killer Cat by Anne Fine We are Superheroes by Emma Grange	Building Boy by Ross Montgomery The Tin Forest by Helen Ward Wisp by Zana Frallion
Year 4	The Christmasaurus and the Winter Witch by Tom Fletcher Who Let the Gods Out by Maz Evans The Secret History of Tom Trueheart by Ian Beck	No Ballet Shoes in Syria by Catherine Brunton The Miraculous Journey of Edward Tulane by Kate DiCamillo	The Abominables by Eva Ibbotson How to train your dragon by Cressida Cowell	Birthday Boy by David Baddiel Tom Gates Epic Adventure by Liz Pichon The Train to Impossible Places by P.G. Bell	Granny by Anthony Horowitz The Secret Seven: Secret Seven on The Train by Enid Blyton The Secret Seven by Enid Blyton	Harry Potter and the Prisoner of Azkaban by JK Rowling Beetle Boy by M.G. Leonard	The Snowy Day by Ezra Jack The Panda Problem by Deborah Underwood/+	Here We Are by Oliver Jeffers Voices in the Park by Anthony Brown Into the Forest by Anthony Brown	Cloudy with a Chance of Meatballs by Jack Barrett Shine by Sarah Asuquo	The Wild Girl by Chris Wormell A Midsummers Night Dream (Shakespeare Globe Trust & Jane Ray version) Revolting Rhymes by Roald Dahl	Journey by Aaron Becker Look Up! By Nathan Bryon The Pebble in my Pocket by Meredith Hooper	Lily's Purple Plastic Purse by Kevin Henkes Desert challenge by Bear Grylls Charlotte's Web by E.B. White



Reading Handbook

Year 5	<p>Goodnight Mister Tom by Michelle Magorian</p> <p>Loki: A Bad Guy's Guide to being Good by Louie Stowell</p> <p>How I became a dog called Midnight by Ben Miller</p>	<p>The Great Food Bank Heist by Onjali Q. Rauf</p> <p>The Breadwinner by Deborah Ellis</p> <p>The Great Chocoplot by Chris Callaghan</p>	<p>Artemis Fowle by Eoin Colfer</p> <p>Dial a Ghost by Eva Ibbotson</p> <p>Dragon Rider by Cornelia Funke</p>	<p>The Girl who Stole an Elephant by Nizrana Farook</p> <p>A Flash of Fireflies by Aisha Bushby</p> <p>The Underpants of Chaos by Sam Copeland</p>	<p>Just Call Me Spaghetti-Hoop Boy by Lara Williamson</p> <p>Kensuke's Kingdom by Michael Morpurgo</p> <p>Escape from Shangri-La by Michael Morpurgo</p>	<p>Coming to England by Floella Benjamin</p> <p>Malamander by Thomas Taylor</p> <p>The Breadwinner by Deborah Ellis</p>	<p>The Lion and the Unicorn by Shirley Hughes</p> <p>Boy in the Tower by Polly Ho-Yen</p>	<p>Leon and the place between by Angela McAllister</p> <p>Heard it in the playground by Allan Ahlberg</p> <p>How to Babysit a Grandma by Jean Reagan</p> <p>Kensuke's Kingdom by Michael Morpurgo</p>	<p>Treason by Berlie Doherty</p> <p>The Iron Man by Ted Hughes</p>	<p>Varmints by Helen Ward</p> <p>Clockwork by Philip Pullman</p>	<p>Rain-player by David Wisniewski</p> <p>The Great Kapok Tree by Lynne Cherry</p> <p>The Mousehole Cat by Antonia Barber</p>	<p>Pattan's pumpkin by Chitra Soundar</p> <p>Macbeth by William Shakespeare</p> <p>Holes by Louis Sachar</p>
Year 6	<p>Time Travelling with a Hamster by Ross Welford</p> <p>Child 44 by Tom Rob Smith</p> <p>Return to Groosham Grange by Anthony Horowitz</p>	<p>Leonora Bolt: Secret Inventor by Lucy Brandt</p> <p>The Other Side of Truth by Beverly Naidoo</p> <p>Pig Heart Boy by Malorie Blackman</p>	<p>The Lion Above the Door by Onjali Q. Rauf</p> <p>A Boy called Hope by Lara Williamson</p> <p>Tell me No Lies by Malorie Blackman</p>	<p>Eren by Simon P Clark</p> <p>The Beast by David Walliams</p> <p>Nightfall in New York by Katherine Woodfine</p>	<p>Knightley and Son by Rohan Gavin</p> <p>Wonder by R.J. Palacio</p> <p>The Wheel of Surya by Jamilia Gavin</p>	<p>A Girl called Owl by Amy Wilson</p> <p>Illegal by Eoin Colfer</p> <p>The Nowhere Emporium by Ross MacKenzie</p>	<p>Flotsam by David Wiesner</p> <p>Letters from the Lighthouse by Emma Carroll</p> <p>Everest: The Remarkable Story of Edmund Hillary and Tenzing by Alexandar Stewart</p>	<p>The Chinese Zodiac by Anita Mangan</p> <p>The Girl of Ink and Stars by Kiran Millwood Hargrave</p> <p>The other side of the Truth by Beverley Naidoo</p> <p>Alice in Wonderland by Lewis Carroll</p> <p>Franz Ferdinand</p> <p>The Dancing Wulrus by Marcus Pfister</p>	<p>Why the Wales came by Michael Morpurgo</p> <p>The Iron Wolf by Ted Hughes</p> <p>Greta's Story by Valentina Camerini</p>	<p>Here we are by Oliver Jeffers</p> <p>Journey by Aaron Becker</p> <p>Tuesday by David Wiesner</p>	<p>Harry Potter and the Cursed Child by J.K. Rowling</p> <p>The Tin Forest by Helen Ward</p>	<p>The Street Beneath my Feet by Charlotte Guillain</p> <p>Dear Year 6 by Kelly Tanner</p>



Reading Handbook

								Moon Juice by Kate Wakeling				
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How to be a Good Reader at Swingate Primary School

At Swingate, a good reader is someone who can read lots of different words and understands what they mean. To become a good reader, you need to practice a few important skills. Each skill is like a piece of a jigsaw puzzle! You need all pieces in the right place to become a good reader.



Piece one: Phonics.

Knowing the sounds that each letter makes helps you decode and read words correctly.



Piece two: Fluency and Phrasing.

Fluency is important because it helps you read smoothly and quickly. When you're reading fluently, it's like you are having a conversation with the book. Phrasing is important because it enables you to read aloud with meaningful expression with no robot voices allowed!



Piece three: Vocabulary.

Knowing lots of words helps you to understand what you're reading. When you know what words mean, it makes reading easier and the story more enjoyable. It's like having a map when exploring a new place. The more words you know, the easier it is to understand the story and connect with the characters.



Piece four: Comprehension.

Being able to understand what you read is important for getting meaning from a text. When you have good comprehension skills it is like you are having a conversation with the story. You can imagine what is happening in the story and connect with the characters. You might ask questions about the story and predict what might happen next. You are able to infer and retrieve information from the text.



Piece 5: Love of Reading.

Enjoying reading and wanting to read more helps you to become a better reader.

How to be a Good Reader at Swingate Primary School – KS2



At Swingate, a good reader is someone who can read lots of different words and understands what they mean. To become a good reader, you need to practice a few important skills. Each skill is like a piece of a jigsaw puzzle! You need all pieces in the right place to become a good reader.



Piece one: Phrasing and Fluency.

Fluency is important because it helps you read smoothly and quickly. Similarly, phrasing is important because it enables you to read aloud with meaningful expression.



Piece two: Vocabulary and Word Meaning.

Knowing lots of words helps you to understand what you're reading. When you know what words mean, it makes reading easier and the story more enjoyable. You will also be able to link words by their synonyms and definitions.



Piece three: Retrieval.

Retrieving information from a text uses the same skills as a detective. You will need to find the key information in a text to answer a question. You might need to skim or scan or read around a key word or phrase to find the answer.



Piece four: Inference.

When you infer, you use clues in the text to help you to pick up ideas that are not always written down. This could be how a character is feeling or why a character has acted in a particular way. When we infer, it is important that we explain our reasoning using the clues from the text.



Piece five: Predicting.

Thinking about what might happen next in a story is an important skill. It means that you can make logical guess about what might happen next. When you predict, you use your knowledge of real-life situations, the characters personalities and what has already happened so far in the story to make a reasonable guess.



Piece 6: Love of Reading.

Enjoying reading and wanting to read more helps you to become a better reader. It is important that you investigate different genres to see what you enjoy reading most.



Reading Handbook

Reading Spine to Develop the Reader

Texts to be chosen for SLoR sessions along with class termly reads

In his book 'Reading Reconsidered', Doug Lemov points out that there are a range of types of texts that children should have access to in order to successfully navigate reading with confidence. These are complex beyond a lexical level and demand more from the reader than other types of books.

At Swingate, we have structured our Reading curriculum so that the children are exposed to a range of text types each year. This enables the children to have a grasp of the stylistic features and vocabulary that is typical of these types of text. By the time the children reach year 6, they are familiar with the full range of text types, preparing them for the complexity of the texts they will face in secondary education. This reading list only takes fiction and poetry into consideration, so should be supplemented with a range of non-fiction texts.

<https://teachlikeachampion.org/wp-content/uploads/5-Plagues-Reading-Spine.pdf>

Archaic Language	Non-Linear Time Sequences	Narratively Complex	Symbolic Texts	Resistant Texts
Texts that were written between 50-100 years ago, whose vocabulary, syntax and context for culture are more complex than modern stories.	Books where time moves in fits and starts. This requires focus on plot and understanding.	Books are sometimes narrated by an unreliable narrator or who have multiple narrators or nonhuman. These add more complexity that a single plot line	Texts which happen on a symbolic level. Critical forms of text complexity.	Texts written to deliberately resist easy meaning-making by readers. Readers have to assemble meaning around nuances, hints, uncertainties and clues



Reading Handbook

Year 1	<p>Where the Wild Things Are <i>by Maurice Sendak</i></p> <p>The Magic Faraway Tree <i>by Enid Blyton</i></p> <p>The Tale of Peter Rabbit <i>by Beatrix Potter</i></p>	<p>Grandpa <i>by John Burningham</i></p>	<p>Mog stories <i>by Judith Kerr</i></p> <p>What the lady bird heard <i>by Julia Donaldson</i></p> <p>Everywhere Bear <i>by Julia Donaldson</i></p>	<p>Owl Babies <i>by Martin Waddell</i></p> <p>The Tiger who came to Tea <i>by Judith Kerr</i></p> <p>Slug Needs a Hug <i>by Jeanne Willis</i></p>	<p>Charlie Cook's Favourite Book <i>by Julia Donaldson</i></p> <p>The Colour Monster <i>by Anna Llenas</i></p>
Year 2	<p>The Ugly Duckling <i>by Hans Christian Anderson</i></p> <p>The Cat in the Hat <i>by Dr. Suess</i></p> <p>The Little House <i>by Virginia Lee Burton</i></p>	<p>Voices in the Park <i>By Anthony Brown</i></p> <p>The Trouble with Trolls <i>by Jan Brett</i></p> <p>The Stinky Cheeseman and Other Faily Stupid Tales <i>by Jon Scieska</i></p>	<p>The Three Little Wolves and the Big Bad Pig <i>by Eugene Trivizas</i></p> <p>The Day the Crayons Quit <i>by Drew Daywait</i></p> <p>The Owl who was Afraid of the Dark <i>By Jill Tomlinson</i></p>	<p>Grandad's Island <i>By Benji Davies</i></p> <p>Wanted: The perfect Pet <i>by Fiona Robertson</i></p> <p>A Crocodile under the bed <i>by Judith Kerr</i></p>	<p>Lost and Found <i>by Oliver Jeffers</i></p>
Year 3	<p>Diary of a Killer Cat <i>by Anne Fine</i></p>	<p>The Boy who Grew Dragons <i>by Andy Shephard</i></p>	<p>Fantastic Mr Fox <i>by Roald Dahl</i></p> <p>The Hodgeheg <i>by Dick King Smith</i></p>	<p>Little Red <i>by Bethan Woolvin</i></p>	



Reading Handbook

Year 4

		<p><i>Harry the Poisonous Centipede</i> by <i>Lynne Reid Banks</i></p> <p>The Boy at the Back of the Class by <i>Onjali Rauf</i></p>		
<p>The Secret Seven: Secret Seven on the Train by Enid Blyton</p> <p>A Midsummers Night's Dream by <i>William Shakespeare</i> and <i>Jane Ray</i></p>	<p>The Firework Maker's Daughter by <i>Philip Pullman</i></p> <p>Into the Forest by <i>Anthony Brown</i></p>	<p><i>The Abominables</i> by <i>Eva Ibbotson</i></p> <p>The Secret History of Tom Truehart by <i>Ian Beck</i></p> <p>No Ballet Shoes in Syria by <i>Catherine Burton</i></p> <p>The Miraculous Journey of Edward Tulane by <i>Kate DiCamillo</i></p>	<p>Matilda by <i>Roald Dahl</i></p> <p>Who let the Gods Out? by <i>Maz Evans</i></p>	<p>Journey by <i>Aaron Becker</i></p>



Reading Handbook

Year 5

Goodnight Mister Tom <i>by Michelle Magorian</i> Macbeth <i>by William Shakespeare</i>	Holes <i>by Louis Sachar</i> Kensuke's Kingdom <i>by</i> <i>Michael Morpurgo</i>	Clockwork <i>by Phillip Pullman</i> The Iron Man <i>by Ted Hughes</i>	Groosham Grange <i>by</i> <i>Antony Horowitz</i>	Boy in the Tower <i>by Polly Ho-Yen</i>
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