

What does reading look like in each year group?

Intent: To best prepare children for the next stage in their journey where ALL children can read, enjoy reading and not have reading as a barrier to learning and life experiences.

Year	Home Reader / Reading Record & Reading incentive	Phonics	Shared Story / Modelled Reading / Reading lessons	1-to-1 reading / intervention	Assessment
Rec	<p>Home Reading All children will follow the Big Cat Little Wandle reading scheme for their primary home reader (A Reading Practice book). This will be complemented with an additional 1-to-1 reader. These books are matched to their phonic levels. Home readers are changed twice a week and the pupils will be familiar with the story so should be reread to celebrate their reading.</p> <p>Reading Records A reading record is completed by staff and parents to show evidence of child reading at home. A reading record workshop is held with parents in September. Weekly next steps are put in book bags with letter fans and tricky words to be shared at home with parents.</p> <p>Phonics support sheets are sent home weekly so parents can support at home.</p> <p>Love of Reading Bedtime story books are provided for parents to read with children and these are books from the 'Reception Recommended Reads' The 'Recommended Reads' are bedtime story books they have a list of questions that can be shared with an adult at home.</p> <p><i>Additional love of reading: Bedtime Story Night, Class Performances, World Book Day, Visiting Authors</i></p>	<p>Little Wandle Letters and Sounds Phonics program followed. See Phonics and Early Reading Policy.</p> <p>Phonic groups daily (30 mins average)</p>	<p>Shared Story In EYFS, sharing stories and asking questions about the characters and settings is a daily activity and this relates to the development matters EYFS objectives.</p> <p>Picture books are shared daily and the week is structured as follows:</p> <p><u>Weekly: 'Magic biscuit tin'</u> This is a story strategy used to develop and extend vocabulary. An image or imagination can be used as a stimulus. <u>2 x a week</u> A fiction Book shared. <u>2 x a week:</u> Non-Fiction Book is shared</p> <p>During each shared story, the teacher models book skills -how to hold a book- fluency, expression and using punctuation. They also identify new vocabulary and clarify meaning. - Draw on knowledge of <u>vocabulary</u> to understand the text - <u>Inference</u>. Make simple inferences about the characters feelings. - <u>Prediction</u>. What might happen next in the story or suggest how the story might end? - <u>Explain</u>. Identify if they like the story and give simple reasons for their opinion. - <u>Retrieval</u>. Finding answers from the text. - <u>Summarise</u>. Retelling events from the story.</p> <p>Reading Practise lessons This starts in week 4 and picture books will initially be used and then move onto books matched to phonics phases when blending. Lessons are twice a week. (20 mins)</p> <p>The reading practise sessions have been designed to focus on three key reading skills: -decoding -prosody: teaching children to read with understanding and expression -comprehension: teaching children to understand the text.</p>	<p>Every pupil is heard read 3 times a week, twice in a group, once 1-to-1</p> <p>There is additional reading for targeted / vulnerable readers as required.</p> <p>Phonics Keep-up sessions used daily for immediate support.</p> <p>During 1-1 reading adult focuses on: -<u>word recognition</u>, -<u>decoding</u>, -<u>book skills</u> e.g. title, front cover etc - <u>Comprehension questions</u> about what has been read to check for understanding of text.</p>	<p>Reception baseline assessment completed in September.</p> <p>Little wandle assessment completed every termlet.</p> <p>Reading moderation. Throughout the year there are local school's cluster moderation meeting enabling Reception teachers to compare judgements.</p> <p>Early learning goals are used for summative assessment at the end of the year and they are used to identify those who are emerging, or at age expected.</p>

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2	<p>Home Reading Reading books: initially phonics books up to Y8 level, these are matched to pupils ability are sent home and changed at least once weekly. When pupils have completed the phonics program they move onto a Turquoise colour book band. They then work their way through the bands to brown where they are seen as 'free readers' and they can then read age appropriate texts of their choice.</p> <p>Reading Records Reading records are completed by staff and parents to show evidence of children reading at home. Questions are also given to parents to encourage questioning.</p> <p>Class Reading Incentive, Reading display: If a pupil reads 3x a week they move up 1 step. Moving up the display results in pupils being entered into the termly book raffle.</p> <p>Love of Reading Children are encouraged to take home a 'reading for pleasure' book from the 'Year 2 recommended reads' The 'Recommended Reads' are chosen from Pie Corbett's reading spine and they have a list of questions that can be shared with an adult at home. Optional Book Reviews can be completed for the display.</p> <p><i>Additional love of reading: Bedtime Story Night, Class Performances, World Book Day, Visiting Authors</i></p>	<p>Minimum 3 x weekly:</p> <p>Teacher model reads to the class each day. The size of the book increases ensuring mini-novels are read after Christmas.</p> <p>Teacher models fluency, expression and punctuation. They also identify new vocabulary and clarify meaning.</p> <p>Teacher models inference, retrieving information and making predictions.</p>	<p>Little Wandle Letters and Sounds Phonics program followed in Autumn term. See Phonics and Early Reading Policy, this transitions into whole class reading.</p> <p>"Keep Up" sessions used as intervention for children daily as required.</p> <p>Bottom 20% / not phonics secure to continue Reading Practise sessions inline with Year 1 model, following Little Wandle delivery. 5 times a week, usually covering 2 Big Cat Age 7+ books.</p>	<p>September-October: Whole class teaching of phonics supported with Reading Practice Sessions weekly. Bottom 20% have an additional Reading Practice session</p> <p>November- December: Majority of pupils transition from phonics to Whole Class Reading sessions. Bottom 20% (likely those reading below 60 words per minute) will not join whole class reading instead continuing with Reading Practice Sessions daily to ensure rapid catch-up</p> <p>January-beyond: Intention for all pupils to join Whole Class Reading Sessions</p> <p>Whole Class Reading Session Structure Termlets 2 & 3: Session 1: Vocabulary Session 2-4: VIPERS= Termlet 2 to focus on 1 aspect a week, Termlet 3 mixed VIPERS over a text Session 5: Independent reading comprehension</p> <p>Structure Termlets 4 & 5 Session 1: Vocabulary Session 2-5: Comprehension: Modelling answering, group answering, independent answers covering the KS1 domain area.</p> <p>Structure Termlet 6 Session 1: Tell before you ask: Set the context of story introduce vocabulary, events, settings, plot Session 2: Ruler Read Along: Teacher models fluent and expressive reading. Pupils summarise the text. Session 3: Echo Read: Children Echo back using fluency and expression, move to Ninja read where children read in pairs Session 4: Comprehension questions using VIPERS Session 5: Comprehension continued and small group specific boosters based on assessment to support transition to Key Stage 2</p>	<p>Individual reading fortnightly.</p> <p>Phonics "Keep-up" sessions daily.</p> <p>Additional sessions for vulnerable readers.</p> <p>Little Wandle SEND program available if required.</p> <p>Little Wandle "Rapid Catch-up" available from Spring term if required</p> <p>Additional support if required: > Word Wasp > Toe by toe > Lexia</p>	<p><u>Start of Year</u> <u>Teacher listens to all pupils read</u></p> <p><u>Phonics stage</u> and <u>pupils reading band</u> identified and put on the tracker. This is then updated every Term.</p> <p><u>Reading fluency check</u> October half term to identify those who need to stay on phonics program.</p> <p><u>Every Termlet</u> Low scorers for all of the above to be identified and names added to the simple <u>view of reading Venn diagram</u>. These should then be repeated every termlet so 1-1 intervention can be reviewed.</p> <p><u>Little Wandle Termlet Assessments</u> Completed for those still accessing program after October half term.</p> <p><u>Reading Lesson Assessment sheets</u> After October half-term: Update every termlet using RAG (red, amber and green) scale to initial each pupil against the VIPERS & NC statements.</p> <p><u>Every Term</u> <u>Reading comprehension test</u> to be completed and scores put onto the tracker.</p> <p><u>Teacher Assessments</u> placed on the tracker.</p> <p><u>Reading moderation</u>. To be completed with target groups focus - including Pupil Premium.</p> <p>'Schonell' reading age check for all pupils' at Christmas and then again to support end of year assessment (including end of year fluency check</p> <p><u>KS1 READING SAT</u></p> <p><u>Pupil Voice</u> Termly pupil surveys will include attitudes towards reading.</p>

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3	<p>Home Reading Coloured book bands are followed and when Brown band completed pupils are allowed to move onto age-appropriate free reading texts.</p> <p>Reading Records Reading records are filled in by staff and parents, with a question sticker to promote discussion at home.</p> <p>Class Reading Incentive, Reading display: If a pupil reads 3x a week they move up one step, 6 X two steps (minimum of 15 mins per day). Moving up the display results in pupils being entered into the termly book raffle.</p> <p>Love of reading Children encouraged to take home a 'reading for pleasure' book from the 'Year 3 recommended reads' The 'Recommended Reads' are chosen from Pie Corbett's reading spine and they have a list of questions that can be shared with an adult at home.</p> <p>Additional love of reading: Class Performances, Movie inspired by Book Evenings, World Book Day, Visiting Authors, Visiting Poets...</p>	<p>Focused author of the term. New book is selected by a class vote.</p> <p>Teacher models fluency, expression and punctuation. They also identify new vocabulary and clarify meaning.</p>	<p>Phonics intervention if required.</p> <p>Rapid Catch-up program available.</p>	<p>Reading lessons are split into 4 whole class activities a week.</p> <p>Whole Class Reading</p> <p>1. Tell before you ask. - Introduce vocabulary, plot settings.</p> <p>2. Just Read- Teacher models reading with expression and fluency.</p> <p>3. Ninja Reading- Children re-read the text whilst adult listen. If time VIPERS questions to extend.</p> <p>OR</p> <p>Echo reading - Every other week to develop expression and prosody.</p> <p>4. Comprehension Questions- based on VIPERS and written responses are used to inform assessment.</p> <p><i>N.B Whole Class Reading (VIPERS) assessment sheets are updated every Termlet ensuring Fiction, Non-Fiction and Poetry is covered throughout the year.</i></p>	<p>Phonics intervention as required (Including Rapid Catch-up and SEND program)</p> <p>Simple view of reading Venn diagram used to identify pupils for fluency / comprehension support.</p> <p>1-1 reading for low fluency.</p> <p>Low comprehension intervention is Reading explorers text with VIPERS focus.</p> <p>LAPs 'Language for thinking' used where children discuss a picture.</p> <p>Additional support if required:</p> <ul style="list-style-type: none"> > Lexia > Word Wasp > Toe by toe 	<p>Start of Year <u>Teacher listens to all pupils read</u> <u>Reading fluency checks (two tasks)</u> 1) <i>Reading speed.</i> Age-appropriate text used to check the number of words read in a minute and results to be put on the tracker. 2) <i>Fluency Rubric check.</i> Fluency score out of 16 adapted from Tim Rasinski- creating fluent readers.</p> <p>Low scorers for the above to be identified and names added to <u>simple view of reading Venn diagram</u>. Intervention to be in place, these pupils to have reading fluency, reading age, reading rubrics assessments each term until reached age expectation in specific check.</p> <p>Every Termlet <u>Guided Reading Assessment sheets</u> Update using RAG scale (red, amber, green) to initial each pupil against the VIPERS & NC statements.</p> <p>Every Term <u>Reading comprehension test</u> to be completed and scores put onto the tracker.</p> <p><u>Teacher Assessments</u> placed on the tracker.</p> <p><u>Reading moderation.</u> To be completed with target groups focus - including Pupil Premium.</p> <p><u>'Schonell' reading age check</u> for pupils not on track for age expected</p> <p><u>'Stop and read'.</u> Ensure each pupil reads their home reader to the class teacher every Term to check texts are ability and age appropriate.</p> <p><u>Pupil Voice</u> Termly pupil surveys will include attitudes towards reading.</p>

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4	<p><u>Home Reading</u> Book bands followed and when brown completed pupils are allowed to move onto age-appropriate independent texts.</p> <p><u>Reading Records</u> Reading records are completed by staff and parents to show evidence of children reading at home. Questions are also given to parents to encourage questioning.</p> <p><u>Class Reading Incentive,</u> Reading display: If a pupil reads 3x a week they move up one step, 6 X two steps. Moving up the display results in pupils being entered into the termly book raffle.</p> <p><u>Love of reading.</u> Children encouraged to take home a 'reading for pleasure' book from the 'Year 4 recommended reads' The 'Recommended Reads' are chosen from Pie Corbett's reading spine and they have a list of questions that can be shared with an adult at home.</p> <p>Additional love of reading: Class Performances, Movie inspired by Book Evenings, World Book Day, Visiting Authors, Visiting Poets...</p>	<p>Continuation of whole class reader so longer text can be shared and completed in a term</p> <p>Teacher models fluency, expression and using punctuation. They also identify new vocabulary and clarify meaning.</p>	<p>Phonics intervention if required.</p>	<p>Reading lessons are split into 4 whole class activities a week. (25 mins)</p> <p style="text-align: center;"><u>Whole Class Reading</u></p> <p>1. Tell before you ask. - Introduce vocabulary, plot settings. 2. Just Read- Teacher models reading with expression and fluency. 3. Ninja Reading- Children reread the text whilst adult listens. If time VIPERS questions to extend 4. Comprehension Questions- based on VIPERS and written responses are used to inform assessment.</p> <p><i>N.B Whole Class Reading (VIPERS) assessment sheets are updated every Termlet ensuring Fiction, Non-Fiction and Poetry is covered throughout the year.</i></p>	<p>Simple view of reading Venn diagram used to identify pupils for fluency/ comprehension support.</p> <p>Additional 1-1 reading for fluency support.</p> <p>Small group intervention for comprehension .</p> <p>Additional support if required: > Lexia > Word Wasp > Toe by toe</p> <p>Phonics Rapid Catch-up and SEND program available</p>	<p style="text-align: center;"><u>Start of Year</u> Teacher listens to all pupils read</p> <p style="text-align: center;"><u>Every Termlet</u> <u>Guided Reading Assessment sheets</u> Update using RAG scale (red, amber, green) to initial each pupil against the VIPERS & NC statements.</p> <p><i>Pupils identified on Simple View of Reading Venn and not on track for age expected to have planned intervention and then a termly check in the following areas until they have reached age expectation in that area:</i></p> <p><u>Reading fluency:</u> 1) <i>Reading speed.</i> Age-appropriate text used to check the number of words read in a minute and results to be put on the tracker. 2) <i>Fluency Rubric check.</i> Fluency score out of 16 adapted from Tim Rasinski- creating fluent readers.</p> <p><u>'Schonell' reading age checks</u> (every big term for pupils not on track for age expected, until reading age is achieved)</p> <p style="text-align: center;"><u>Every Term</u> <u>Reading comprehension test</u> to be completed and scores put onto the tracker.</p> <p><u>Teacher Assessments</u> placed on the tracker.</p> <p><u>Reading moderation.</u> To be completed with target groups focus - including Pupil Premium.</p> <p><u>'Stop and read'</u>. Ensure each pupil reads their home reader to the class teacher every Term to check texts are ability and age appropriate.</p> <p><u>Pupil Voice</u> Termly pupil surveys will include attitudes towards reading.</p>

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5	<p>Home Reading Age and ability appropriate independent home reading book.</p> <p>Reading Record Children have a home reading log page which is updated daily and checked weekly.</p> <p>Class Reading Incentive, Expectation is 40+ pages over the week celebrated with an end of term reward party. This links to pupils moving up the reading display, which results in pupils being entered into the termly book raffle.</p> <p>Love of Reading Children are encouraged to take home a 'reading for pleasure' book from the 'Year 5 recommended reads'. The 'Recommended Reads' are chosen from Pie Corbett's reading spine and they have a list of questions that can be shared with an adult at home.</p> <p>Reading Ravers: A different pupil is selected to "rave" about a book to encourage others to read- this is displayed. Additional love of reading: Class Performances, Movie inspired by Book Evenings, World Book Day, Visiting Authors, Visiting Poets...</p>	<p>4x week. Continuation of whole class reader so longer text can be shared and completed in a term</p> <p>Teacher models fluency, expression and using punctuation. They also identify new vocabulary and clarify meaning.</p>	<p>Phonics intervention if required:</p> <p>Rapid-Catch up likely for EAL</p> <p>SEND program for cognitive load</p>	<p>Reading lessons are split into 4 whole class activities a week.</p> <p><i>The class shares 1 text per Term that compliments topic / science work.</i></p> <p>Whole Class Reading</p> <ol style="list-style-type: none"> 1. Pre teach - introduce vocabulary, plot setting. 2. Just Read- Teacher models reading with expression and fluency. 3. Close Read - Re-read yesterday's text and unpick part of it through VIPERS questioning 4. Comprehension - based on VIPERS and <i>assessment sheets are updated</i> 5. Optional Additional session for a writing opportunity. <p><i>N.B Whole Class Reading (VIPERS) assessment sheets are updated every Termlet ensuring Fiction, Non-Fiction and Poetry is covered throughout the year.</i></p>	<p>Simple view of reading Venn diagram used to identify pupils for fluency/ comprehension support.</p> <p>Additional 1-1 reading for fluency support.</p> <p>Small group intervention for comprehension .</p> <p>Additional support if required: > Lexia > Word Wasp > Toe by toe</p>	<p><u>Start of Year</u> Teacher listens to all pupils read</p> <p><u>Every Termlet</u> <u>Guided Reading Assessment sheets</u> Update using RAG scale (red, amber, green) to initial each pupil against the VIPERS & NC statements.</p> <p><i>Pupils identified on Simple View of Reading Venn and not on track for age expected to have planned intervention and then a termly check in the following areas until they have reached age expectation in that area:</i></p> <p><u>Reading fluency:</u> 1) <i>Reading speed.</i> Age-appropriate text used to check the number of words read in a minute and results to be put on the tracker. 2) <i>Fluency Rubric check.</i> Fluency score out of 16 adapted from Tim Rasinski- creating fluent readers.</p> <p><u>'Schonell' reading age checks</u> (every big term for pupils not on track for age expected, until reading age is achieved)</p> <p><u>Every Term</u> <u>Reading comprehension test</u> to be completed and scores put onto the tracker.</p> <p><u>Teacher Assessments</u> placed on the tracker.</p> <p><u>Reading moderation.</u> To be completed with target groups focus - including Pupil Premium.</p> <p><u>'Stop and read'</u>. Ensure each pupil reads their home reader to the class teacher every Term to check texts are ability and age appropriate.</p> <p><u>Pupil Voice</u> Termly pupil surveys will include attitudes towards reading.</p>

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6	<p>Home Reading Age and ability appropriate independent home reading book.</p> <p>Reading Record Children have a home reading log which is updated weekly and checked.</p> <p>Class Reading Incentive, Starbooks loyalty sticker card. Each child has an individual expectation for number of pages to read each week (building on Year 5). Cards are "marked" weekly and if the expected amount is reached they get an end of term Starbooks cafe treat. Additionally, pupils' names are put into the end of term book raffle.</p> <p>Love of reading Children are encouraged to take home a 'reading for pleasure' book from the 'Year 6 recommended reads'. The 'Recommended Reads' are chosen from Pie Corbett's reading spine and they have a list of questions that can be shared with an adult at home.</p> <p>Additional love of reading: Class Performances, Movie inspired by Book Evenings, World Book Day, Visiting Authors, Visiting Poets...</p>	<p>4x week. Continuation of the whole class reader so longer text can be shared and completed in a term.</p> <p>Teacher models fluency, expression and using punctuation. They also identify new vocabulary and clarify meaning.</p>	<p>Phonics intervention if required:</p> <p>Rapid-Catch up likely for EAL</p> <p>SEND program for cognitive load d.</p>	<p>Reading lessons are split into 4 whole class activities a week.</p> <p><i>Share 1 text per Term that compliments topic / science work.</i></p> <p>Whole Class Reading</p> <ol style="list-style-type: none"> 1. Pre teach - Introduce vocabulary, plot setting. 2. Just Read - Teacher models reading with expression and fluency. 3. Close Read - Re-read yesterday's text and unpick part of it through VIPERS questioning 4. Comprehension - based on VIPERS and assessment sheets are updated <p>5. Optional Additional session for a writing opportunity.</p> <p><i>N.B Whole Class Reading (VIPERS) assessment sheets are updated every Termlet ensuring Fiction, Non-Fiction and Poetry is covered throughout the year.</i></p>	<p>Simple view of reading Venn diagram used to identify pupils for fluency/ comprehension support.</p> <p>Additional 1-1 reading for fluency support.</p> <p>Small group intervention for comprehension.</p> <p>SAT booster book in Spring term.</p> <p>Additional support if required: > Lexia > Word Wasp > Toe by toe</p>	<p><u>Start of Year</u> Teacher listens to all pupils read</p> <p><u>Every Termlet</u> Guided Reading Assessment sheets Update using RAG scale (red, amber, green) to initial each pupil against the VIPERS & NC statements.</p> <p><i>Pupils identified on Simple View of Reading Venn and not on track for age expected to have planned intervention and then a termly check in the following areas until they have reached age expectation in that area:</i></p> <p><u>Reading fluency:</u> 1) <i>Reading speed.</i> Age-appropriate text used to check the number of words read in a minute and results to be put on the tracker. 2) <i>Fluency Rubric check.</i> Fluency score out of 16 adapted from Tim Rasinski- creating fluent readers.</p> <p><u>'Schonell' reading age checks</u> (every big term for pupils not on track for age expected, until reading age is achieved)</p> <p><u>Every Term</u> <u>Reading comprehension test</u> to be completed and scores put onto the tracker.</p> <p><u>Teacher Assessments</u> placed on the tracker.</p> <p><u>Reading moderation.</u> To be completed with target groups focus - including Pupil Premium.</p> <p><u>'Stop and read'.</u> Ensure each pupil reads their home reader to the class teacher every Term to check texts are ability and age appropriate.</p> <p><u>Pupil Voice</u> Termly pupil surveys will include attitudes towards reading.</p> <p>KS2 READING SAT (May)</p>

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