



The Olympus Primary Reading Curriculum

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1. The moral imperative

All educators have a fundamental role in ensuring all pupils learn to read... Extensive experience in early literacy indicates that, if children are taught well, their backgrounds, level of disadvantage, their disabilities and other variables, such as being a boy or summer born, should rarely prevent their learning to read

The Reading Framework – DFE – July 2023

‘For every pupil in our care ... we are beholden to fill their school day with the richness of countless books, helping them access a wealth of powerful reading and experiences, so they can be buoyed by the world of imagination and knowledge offered to us by the capability to read successfully.’

Closing the Reading Gap – Alex Quigley

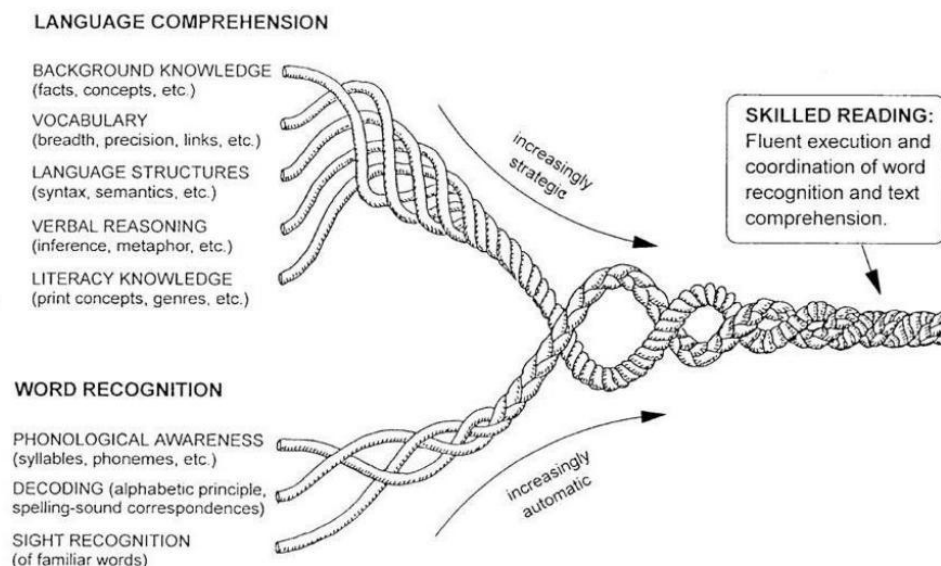
Primary educators are in the unique and privileged position to equip every child, regardless of the barriers to learning they face, with the necessary skills and dispositions to succeed in their education and improve their life chances by becoming a confident, skillful and enthusiastic reader. If children have not achieved this by the age of 11 their educational future is bleak. Our Olympus reading strategy stands on this individual and collective moral imperative – ‘*On my watch, in my group, in my class and my school no child is left behind on their reading journey.*’

2. Models of reading

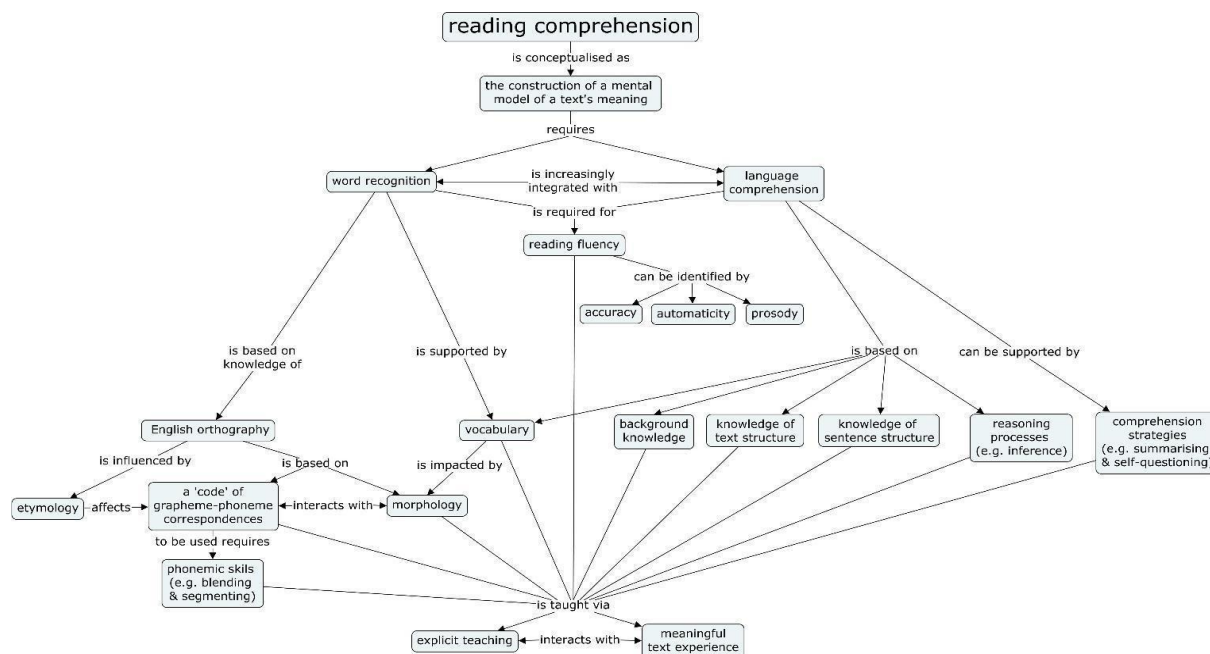
Reading is a complex and multifaceted process and, therefore, difficult to teach. However, we are fortunate to be educating in a time where considerable research has been undertaken into how children learn to read and now informs our most effective practices. All educators need to have a confident understanding of these evidence informed approaches so that they can be the best teacher of reading they can be.

At Olympus we draw on a number of helpful models to inform our reading curriculum and pedagogy:

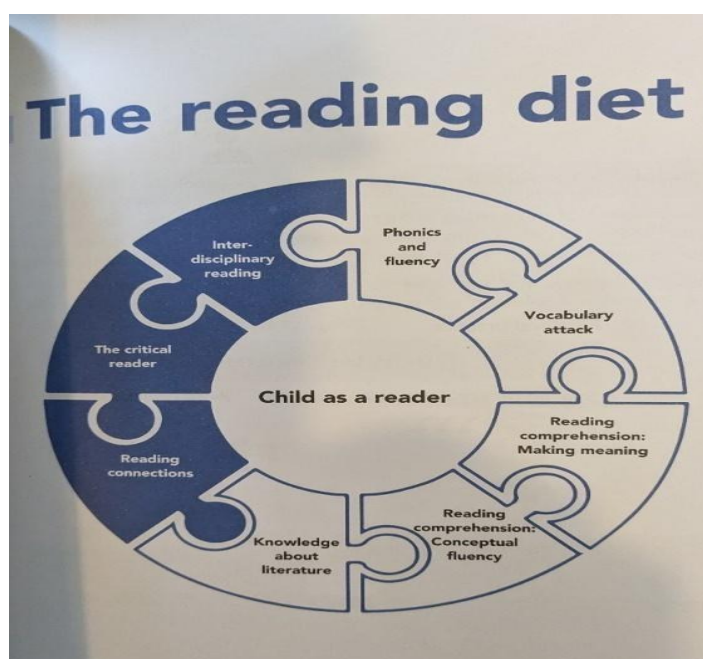
Scarborough's reading rope



The Reading comprehension map



Christopher Such – Primary Reading simplified



The Reading Framework – DFE – July 2024

A strong start with reading

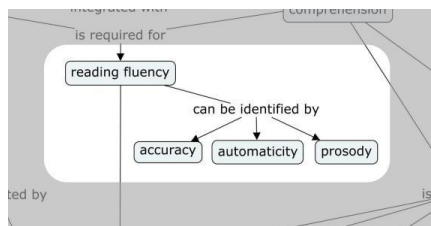
3. Phonics and Fluency

(Useful easily accessible video on fluency - [Fluency - Five from Five](#))

3.1 Good Language Comprehension) Creating a language rich environment?

The primary focus within the Reception and Year 1 curriculum is Communication and Language development. Children listen to and talk with adults throughout the day, engaging in high quality dialogue and direct teaching. Children's vocabulary and language is deliberately developed throughout the curriculum. At the heart of the curriculum is a 'literary canon'. This includes a set of core books, which are read and re-read to children and act as a hook for the rest of the curriculum, and a carefully chosen set of songs, rhymes, poems and stories which the children learn 'by heart' and enjoy singing, reciting and telling. – see *EYFS Curriculum*

3.2 Strong word reading



Accurate + Automatic decoding = fluent reading

At Olympus our schools either use the Sounds Write Systematic Synthetic Phonics Programme or The Essential Letters and Sounds Programme. Daily 'Sounds Write' or 'ELS' phonics lessons begin as soon as children start the Reception Year.

In order to practise and consolidate their phonic knowledge, children only read phonetically decodable books or texts that they can read accurately. They read these books most days in school and at home as repeated practice is essential in the journey to becoming a good reader. In reading these books, children will read unfamiliar words (words that have not been read before) by saying the sounds corresponding to the letters in the words and then blending the sounds together, either aloud or silently (decoding). Then, as they become more familiar with the words through repeated readings, they will increasingly read these words accurately and silently 'at a glance' – that is, no longer saying the individual sounds consciously (automatic). This regular and repeated reading is essential to ensure that children become accurate and automatic, and therefore, fluent readers at each stage of their reading journey. Adults need to pay special attention to children who do not read with automaticity and consider increased practice and further direct teaching to ensure the child is reading fluently.

Regular assessments are used to check that children are keeping up with the pace of the programme. This includes assessing their Grapheme Phoneme Correspondence knowledge, skill in blending letter sounds, ability to read words 'at a glance' and the speed that they can read their phonically decodable book. As soon as children fall behind, they are supported to keep up with additional phonics sessions.

Each school has an identified Phonics and Early reading lead who works closely with the English lead and headteacher to ensure that phonics and early Reading is taught exceptionally well and that all children become fluent readers of decodable books and texts by the end of Year 2.

Progressive Fluency

Children need to read accurately and automatically to become a fluent reader. It is vital that children become progressively fluent readers throughout their phonics learning journey. A useful analogy is that of learning to play the piano. Here learners achieve mastery, or fluency, in playing progressively challenging pieces of music as they advance through the piano grades. At first, they play a piece accurately (right notes in the right order) and then with repeated practice play with increasing fluency (playing smoothly) and expression (capturing the mood of the music). In reading children need to learn to read a text accurately and then through repeat reading more smoothly and with appropriate expression or prosody (see prosody below).

Children are more likely to learn to read words automatically at a glance if they know what the word means. Therefore, we recognise vocabulary instruction is essential to support a child's fluency. (see vocabulary below)

Regular and repeated reading is essential at all stages in a child's reading development.

Importantly, as children become more fluent readers (i.e. reading at speed accurately) - they are able to devote more of their brain's capacity to thinking about meaning. This cognitive capacity is essential if children are to be able to comprehend what they read and therefore develop a love of reading. As a result, our first attention as teachers of reading is to develop a child's reading fluency. Until a child is a fluent reader comprehending what they read will be a struggle and reading won't be any fun.

Prosody

Prosody is widely acknowledged as an essential aspect of reading instruction. Prosody relates to the pace, phrasing, expression and smoothness of a person's reading that indicates that they understand what they are reading. Reading with prosody demonstrates that young readers are reading sufficiently fluently to make meaning from what they are reading as they are reading. As Rasinski (2012) states 'if automaticity is the fluency link to word recognition, prosody completes the bridge by linking fluency to comprehension'. It is important, therefore, that children are taught, at the earliest stage, how to read aloud with prosody. Simply decoding one word, even with automaticity, could result in children simply 'barking at print' and not understanding that the purpose of reading is to unlock the picture that the author had in their head at the time of writing and the purpose of reading aloud is to share that with the listener. Through explicit prosody instruction children learn to search for meaning as soon as they start decoding. Prosody instruction will include;

- Listening to adults expertly reading aloud
- Adults explaining why they read in the way they did -e.g. paying attention to punctuation, expressing range of emotions, varying tone and pace, using a character's voice etc.
- Pupils using strategies such as Text marking to decide how to read a specific text with prosody
- Pupils repeat reading texts to emulate adults reading and improve their own prosody (Echo reading and choral reading)
- Reading to and listening to the reading of a partner and giving and receiving feedback on prosody

3.3 Writing to support early word reading (encoding)

Children's phonics knowledge is also developed through writing (encoding). As well as the daily sentence dictations that take place within the Sounds Write programme, children are supported to compose and write sentences in the Reception and Year 1. This stimulus for this can be the curriculum,

first hand experiences or books, including those encountered and through Drawing Club sessions. When writing, children will use their phonics knowledge to spell phonetically plausible words. Teachers use a series of scaffolds, to teach children to compose and write sentences independently – see *Early writing progression*

4. Vocabulary

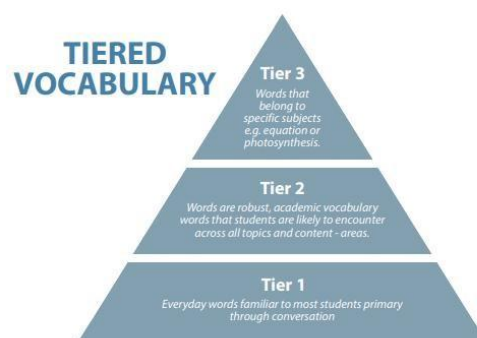
In order to comprehend a text we need to know an estimated 95% of the vocabulary (ED Hirsch [Reading Comprehension Requires Knowledge—of Words and the World](#)). Once we fall below that percentage our comprehension and enjoyment of reading rapidly reduces. Vocabulary instruction is therefore an essential part of the reading curriculum. Learning new words has a cumulative positive effect on reading. The more words you know the easier you will find it to read and the more you read the more vocabulary you will learn and the more words you know the easier you will find it to learn new words. If lack of fluency is the biggest barrier to comprehension, then a limited vocabulary is the second.

At Olympus, our comprehensive, deliberate and ambitious vocabulary curriculum, delivered with expert instructional teaching, will ensure that all children - including those from under resourced households, with SEND and new to English – learn how to uncover the meaning of unfamiliar words.

The vocabulary curriculum is made up of the;

- vocabulary taught across the curriculum (set out in the Curious Curriculum medium term plans and identified on Knowledge Organisers and Knowledge Notes)
- spelling curriculum where morphology and etymology of words is taught (Essential Spelling) • vocabulary taught within the reading curriculum
- vocabulary taught in the ‘standalone’ vocabulary curriculum – (common exception words- Alex Quigley)
- incidental vocabulary which is encountered through the curriculum, when reading and in conversation

Olympus acknowledge some words are not used as regularly as others and not learned from day to day experiences . Our vocabulary curriculum needs to focus on words with the greatest utility and instructional potential. That is words that are useful (will be used frequently), transferable (will be used in other contexts and subjects) and help us understand other unfamiliar words (has a root, based work of affix which lends itself to the study of related words). The three-tier model can support word selection;



The vocabulary Tier system created by Isabel Beck and Margaret McKeown.

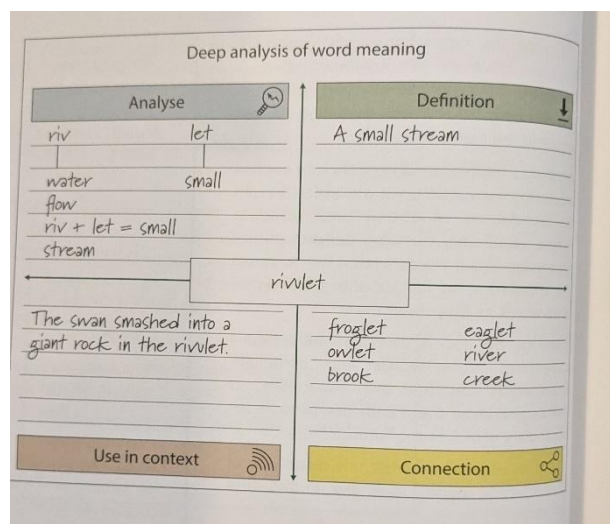
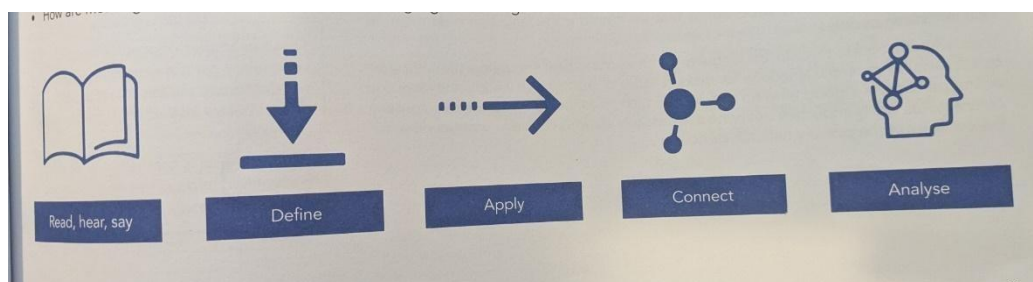
It is Tier 2 words that we need to focus on in our Vocabulary curriculum. Beck and McKeown define Tier 2 words as “high-frequency words for mature language users”: Tricky, ambitious words that your students are likely to come across again and again in a variety of different texts, contexts and subjects. Terms like: ‘emerge’, ‘analyse’, ‘peculiar’ and ‘context’. As Beck and McKeown say, these are words that “are not the

most basic or common ways of expressing ideas, but they are familiar to mature language users as ordinary as opposed to specialised language.

It is vital that teachers are tuned into the vocabulary needs of their class and that this informs, not only the planned and incidental vocabulary instruction but also the nature of the teachers' talk. A teacher would not be talking the same way in a school with a high proportion of disadvantaged children, one with a high number of EAL or one in a very affluent area. The word choice, pace, articulation, use of images and symbols and frequency of checking for understanding would be different in each school. It is also vital that teachers have a well-structured approach to teaching the well-chosen words the most effective way.

Depending on the word, the teacher will select one of three types of instruction;

- **Just tell them** – brief explanation – provide known synonyms – visuals -real life example
- **Guide to uncover meaning** – is the context helpful to infer meaning? Are there any words parts that we already know
- **Immersive instruction** - Hear and see - acknowledge – read and say – define – apply – connect – analyse

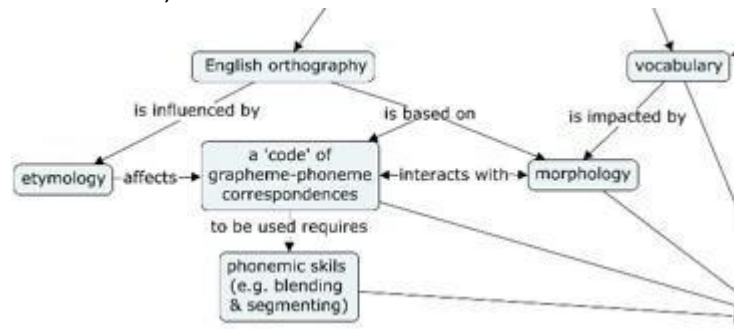


Book study – Lauren Meadows Unity Trust

5. Spelling and orthography

Spelling and its role in reading comprehension

- (learning about English orthography (the spelling system of a language) to aid word reading and to unlock the meaning of unfamiliar word)



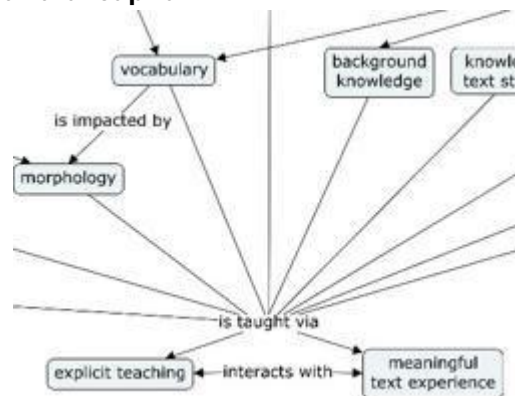
If through our spelling curriculum we teach children building blocks of English spelling – (morphology – the study of the structure of words) suffixes, prefixes and roots it will greatly help them uncover the meaning of related words. If you know *bene* means good you might understand benefit, beneficial, benevolent, benefactor, benediction etc. It might also be helpful to know that *bene* comes from Latin (etymology – the study of the origin of words)

acro – **top** (e.g. acrobat, acronym)
 acu – **sharp** (e.g. acupuncture, acute)
 aer – **air** (e.g. aerial, aerospace)
 ag – **do** (e.g. agent, agitate)
 ambi – **both** (e.g. ambidextrous, ambivalent)
 ann – **year** (e.g. anniversary, annual)
 anti – **opposite** (e.g. antibiotic, antisocial)
 aqu – **water** (e.g. aquarium, aqueduct)

Chris Such – *The art and Science of Teaching Primary reading* 2021

6. Cultural context

Background knowledge and cultural capital



Alongside understanding the vocabulary, having background knowledge about the subject matter of the text significantly helps children comprehend what they are reading.

In 1987, researchers Donna Recht and Lauren Leslie developed a study to determine how much reading comprehension depended on prior knowledge of a topic. The text in the study was about basketball. The participants were split into four groups based on their reading ability and prior knowledge of baseball.

The study found that the students who were previously familiar with baseball were better able to comprehend the text. According to the researchers: "Students with high reading ability but low knowledge of baseball were no more capable of recall or summarisation than were students with low reading ability and low knowledge of baseball."

This 'general knowledge' is sometimes referred to as 'Cultural Capital' – it is a shorthand for the idea that 'smart kids know stuff and knowing stuff is important as it helps you learn, understand and learn new stuff quicker'. This links to the idea that a good curriculum, well taught, helps children make connections between new learning and what they have learnt before. The ability to connect new learning to previous learning helps us develop mental concepts or schema.

In the Olympus Trust we aim to give children the best chance to comprehend what they read by having the cultural capital to inform their understanding of what they read. Children will acquire this background knowledge through.

- The Curious Curriculum
- The wider curriculum
- The literature spine
- Daily read aloud sessions
- Their own reading

● Being told the essential background information to understand any given text All this is underpinned by rich paired small group and class discussions.

7. Read like a writer and book talk

Knowledge of sentence and text structure

Children are aided to comprehend the text they read by understanding how sentences and texts are structured. Throughout the English curriculum there is a focus on the structure of sentences and how these are linked together in a paragraph. Children are taught grammar and punctuation progressively throughout the curriculum. In addition, children learn about how different genres of writing are organised and structured. Children are encouraged to write like a reader and read like a writer. Grammar and sentence structure is taught in context often through a high-quality text in English lessons

7.1 Reasoning

Throughout the curriculum children are taught to think hard; to reason and articulate their thinking. 'Oracy' plays an important role here as children gain confidence in explaining their thoughts and feelings aloud in rich book talk discussions.

8. Reading lesson structure (Years 2- 6)

The most important factors in being a great reader are fluency, prosody, vocabulary and background knowledge. This is best developed through the exposure to rich and stimulating texts that are explored through hard thinking and rich discussion.

At Olympus we divide our reading lessons into 3 main areas over a week (yr 2- yr 6) following the model from Christopher Such (Primary reading simplified) designed to provide balance and breadth, responsiveness and cross curricular application.

fluency read - fluency practice

extended read - reading breadth

close read - text discussions

Fluency lesson structure uses a range of extracts from non- fiction and fiction including poetry at the age-appropriate level.

1. Introduction of text and Teacher model read
2. Brief discussion of vocabulary using visual images where appropriate
3. Model again
4. Partner A (stronger reader) reads to Partner B
5. Partner B gives feedback
6. Partner B reads to Partner A
7. Partner A gives feedback
8. Process repeated multiple times
9. Whole class brief oral discussion about text (pre-planned by teacher)

Extended reading lesson structure will often use a chapter book text and will remain the same for many lessons as the teacher progresses through it. In Upper

1. Teacher reads to the class, pausing to clarify key words without losing momentum (the text has been pre annotated for teacher to use with pause points and questions)
2. pupils follow either on own copy or via visualiser (some Fase reading may be used if appropriate - TLAC)
3. Teacher summarises at the end of the extended read and then concludes with 2-3 questions.

(In year 5 and 6 children may complete sections of the extended reading independently but only when they are able to read with fluency and prosody out loud)

Close read- this uses an extract from a familiar text or shorter texts such as poetry, newspaper articles and letters

1. Read a chosen section of a text (Teacher – led, paired oral, Fase reading or silent read)
2. Ask questions (preplanned) that will provoke pupils to think about language choices
3. Give children chance to respond alongside own subjective views leading to a rich textbook talk discussion.
4. Reflect in writing where appropriate.

9. The role of teaching reading comprehension strategies and using written comprehension exercises and test

Written comprehension exercises are a useful way of assessing reading comprehension but are not a good way of teaching it.

However, doing well in written reading comprehension tests remains an important part of our education system. Experience of the types of questions and vocabulary that occur in these tests may be helpful to maximise a child's performance in the KS2 SATs.

The use of short written responses at the end of Close reading lessons to capture the hard thinking and rich discussion has value as it can consolidate the knowledge gained in the lesson. Furthermore, familiarity with the content domains of the KS2 reading SATs will be helpful in the lead up to undertaking written comprehension tests but these should not be taught in isolation without context.

The eight content domains for the key stage 2 national assessment for reading are:

- Give/explain the meaning of words in context
- Retrieve and record information/identify key details from fiction and non-fiction
- Summarise main ideas from more than one paragraph
- Make inferences from the text/Explain and justify inferences with evidence from the text
- Predict what might happen from details stated and implied
- Identify/explain how information/narrative content is related and contributes to the meaning as a whole
- Identify and explain how meaning is enhanced through choice of words and phrases
- Make comparisons within the text.

The EEF suggests that teaching reading comprehension strategies for lower attaining readers is most effective as when it is structured and time limited.

10. The literary spine

Throughout the Curious Curriculum teachers draw on a set of core books linked to the theme and enquiry questions. A picture book will often be used from the canon as a stimulus for writing and a chapter book from the canon will often be used for extended reading. Both texts will have a theme connection which is aimed to support with context for all learners.

Suggested literary canon English texts to support writing	 Caged Bird by Maya Angelou Poetry Foundation	 Journey back to Freedom	 Respect	 Wonder Garden	 The Explorer by Katherine Rundell	 Moth	 The land of never believe	 High Rise mystery	 Hacker by Malorie Blackman	 The good thieves Katherine Rundell	 The sleeper and the Spindle	 Migrants	 Joining the butterfly	 The journey
	 The story of Windrush	 British and British	 Freedom on the menu	 Darwin's Dragons	 The viewer	 The girl of ink and stars	 The Golden Cage	 Holes	 The selfless Giant by Oscar Wilde illustrated by Vitva Voutilla	 The good thieves Katherine Rundell	 The highwayman	 Pig heart boy	 King of the sky	 Sea prayer

11. Opportunities for reading and sharing text

11.1 Daily read aloud

Teacher reading aloud to children is an essential part of the Olympus reading curriculum. Teachers carefully select books to read aloud from the year group literacy canon and the year group read aloud book list. These books are read during the daily read aloud sessions and as part of English lessons.

11.2 Reading to learn across the curriculum

Children will read frequently across the curriculum to both practise their reading but also learn about the subject they are studying. The teacher will use FASE (TLAC reading strategies to share higher level subject specific reading content and these texts maybe explored in more depth in close reading sessions.

11.3 Individual reading and home reading

In Reception and Year 1 children read their phonically decodable book to an adult in school once a week with children at risk of falling behind being read with daily. Parents will be encouraged to hear their children read at home. All adults will record when they have heard a child read in the child's home school reading diary or on a reading tracker document.

Children will also have a 'read with me book' which they select from the class library. This is a book which adults at home share with their child. This too is recorded in the home school reading diary. Teacher will check this diary on a weekly basis.

Children will transport their reading books to and from school each day in a book bag.

Once a child can read fluently the last phonically decodable books that are matched to the phonics programme, they can choose a book PM benchmarked colour banded books. These also access a 'read with me' class library books if they choose and parents record in the reading diary as above.

Once a child has reached band 28-30, they can go on to choose AR books within their ZPD following a star test.

Benchmarking

Children on PM benchmark books will be assessed on PM benchmark every term.

Accelerated Reader

Children reading AR books will complete an AR quiz for each book they have fully read. They will also complete a star Test each term. This will produce their ZPD range. Children will choose books within their ZPD range and continue to transport these books to and from school each day with adults recording in their reading diary each time they are heard reading. Children will be offered support to select their text and check the book is appropriate.

12. Organising and accessing books

Organising book stock (DfE reading framework)

Public libraries and bookshops do not colour-band their books. They organise their stock to make it accessible and attractive to readers. This section suggests ways of organising and promoting books, so that pupils are well supported to choose them by and for themselves.

Pupils must be offered a feast of books: easy reads, books about how things work, graphic novels, joke books, irreverent books, books about animals – anything that might hook them into reading – as well as the more challenging books they will listen to in story times and study in English lessons. For some pupils, the hook into reading may be non-fiction. Importantly, they need to be offered books they might choose to read over and over again. Every book available to children must be worth reading or help pupils to put in the reading miles

Our school libraries

A school's library is, in effect, its main bookshop. Categories for organising a school library's stock might include:

- *core literature by year group and different books by the same author.*
- *non-fiction by subject where books support the curriculum*
- *picture books for younger readers*
- *picture books and graphic novels for older readers*
- *poetry books; younger readers; older readers*
- *very short page-turners (can be read by young readers or older readers who need extra practice)*
- *short page-turners (can be read by young readers or older readers who need extra practice) sets of long page-turners (can be read by young, advanced readers or older readers)*
- *short 'hi-lo' non-fiction (can be read by young readers or older readers who need extra practice)*
- *longer hi-lo fiction (can be read by young, advanced readers or older readers)*
- *Fiction and poetry might be ordered alphabetically in broad age-ranges or AR ranges. Teachers might define the ages of 'younger' and 'older' readers.*
- *Dyslexia friendly texts*
- *Decodable texts for those who need to consolidate specific graphemes*

Classroom book areas in primary schools

The best classroom book areas are like mini bookshops. The challenge is to offer pupils choice, without overwhelming them. Teachers might consider:

- choosing books from the main school library and organising these under 'very short reads', 'short reads', 'long reads' and books that the class has listened to
- starting the year with a range of 30 to 50 books, with a few copies of some single titles (including favourites from the previous year)
- refreshing the stock regularly by introducing different books from the school library throughout the year, with pupils' help, and returning others to free space
- putting books at eye level so pupils can see easily what is available
- presenting as many books as possible face-out, so that the cover, author and title engage pupils' attention.
- Non-fiction related to current or previous curriculum theme

13. Promoting Reading for pleasure

Core strategies to encourage sustained, voluntary reading include:

- adults reading aloud regularly, including in class or assemblies
- informal book talk, including recommendations from peers and adults
- encouraging library use, including the local public library
- providing time to read
- sociable reading environments, reading together and sharing book

13.1. Teacher as influencer

At Olympus we believe that the primary class teacher is the best promoter of reading for pleasure. For this to be effective in this role they need to be able to bring books alive when reading aloud, know when and how to pause in reading to engage the whole class in an animated discussion about the book, model a positive attitude to reading and be really knowledgeable about the authors and books that are available to children within the school and class libraries. Teachers should aim to be in a position where they can say to a child – 'You enjoyed this book or author so you might like this book or author' The systematic promotion of books through an end of the day 'Book Club session' has been shown to be effective in developing a buzz around reading.

Promoting books for book club

- Know the books you want to promote, the pupils' interests and the books they like.
- Recommend books with similar themes, settings and characters: 'If you liked this book, you might also like ...'
- Find series of books by the same author or illustrator.
- Promote other teachers' and the headteacher's suggestions
- Display your own pupils' reading selection in a 'story suitcase'.
- Read a teaser from a book that will be arriving soon.
- Remind pupils of the books that you have read in story times.
- Invite pupils to register to read a book, such as one that has just been read to them, e.g. signing up on a list or reserving that book for later. This can initiate conversations about the book between peers who have read the same text.

Increase anticipation for book club

- Encourage anticipation for the book club. Show excitement about and interest in the books you are going to share
- Choose those that are appropriate for pupils at different reading levels and that might interest different children.

For each book teachers could:

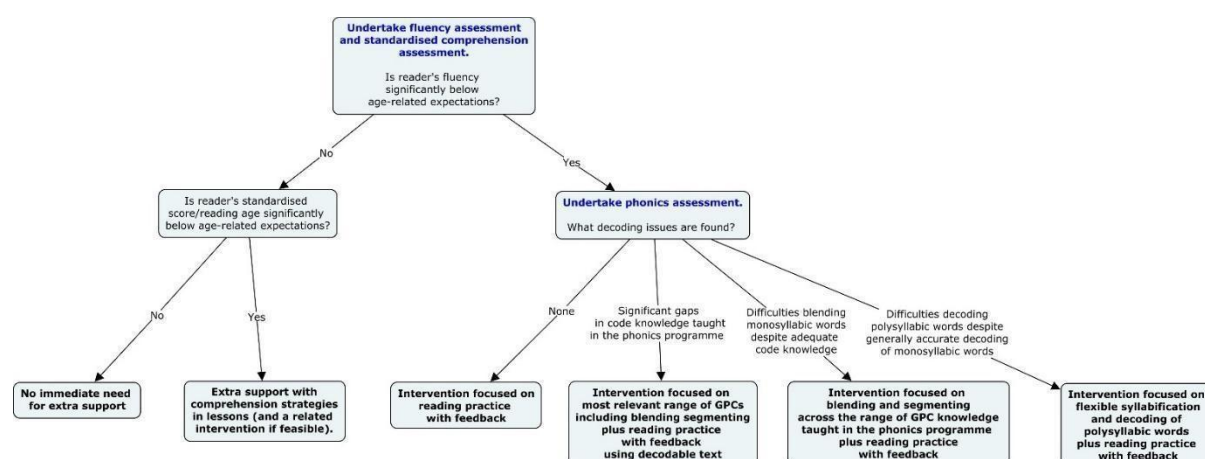
- Reveal the cover, author and illustrator.
- Introduce the type of book commenting on whether it is a short or long read
- Describe the setting or a few key characters.
- Read part of the opening, at least to a point where pupils would want to carry on reading by themselves.
- Read some dialogue aloud to introduce characters and bring them alive.
- Read intriguing extracts that might be key to the plot, without giving too much away.

The Reading Framework DfE

14. Reading Assessment and intervention

The purpose of assessing reading is to identify children who are falling behind and to then 'do something' (intervene) to help them catch-up and keep up.

Reading assessment flow chart



Christopher Such

Keeping up from the start

It is vital that children keep up from the start through the excellent teaching of Sounds Write. Children at risk of falling behind should be identified within the first three weeks of starting reception and these children received daily extra phonics practise with a skilled and well-trained adult. Each child receiving extra support should be profiled to identify any special educational needs including speech and language and communication. Attendance concerns should be identified and addressed at the earliest opportunity.

Older pupils who need to catch-up

After Year 1 if children cannot read well enough to access the curriculum they will become progressively disengaged with learning and fall further behind. There will be children throughout the school who need additional support with decoding or fluency or both.

The reading assessments flowchart above can be used to identify and support pupils who need to catch-up.

A fluency screening is used to identify pupils who are significantly below age related expectations (i.e. below the 25th percentile on the chart appendix iii).

Children who need support with decoding

These children need considerable and continued investment in time from a skilled, well-trained adult in individual or small group phonics sessions. Intensive daily teaching at the right level will secure fast progress. GPC, blending and segmenting assessments will identify the gaps in a child's phonic knowledge. At Olympus these children need to be taught Sounds Write sessions starting at the highest point in the programme that they can manage. They will benefit from;

- precision teaching of GPC that they have been taught
- reading flash cards of familiar words 'at a glance'
- decoding flash cards of unfamiliar words that with GPCs that they know
- repeat supported reading of age appropriate, phonically decodable books to develop fluency and prosody
- additional blending and segmenting

Children new to the school including those who are new to English will also need daily phonics sessions.

These interventions should last a few months and children will need to be reassessed frequently to check that they are catching up. Children with additional needs will require longer but all children will be able to read well if taught well.

Children who need support with fluency

Once children can read the last decodable book linked to the Sounds Write programme then they are unlikely to need extra support with decoding. However, some children will be reading too slowly to understand what they are reading as they read it. This child may typically have a reading age of 8 or 9. They need frequent practice to develop fluency and confidence. In daily supported fluency small groups paired or 1:1, adult support is focused:

- explaining the background knowledge
- explaining vocabulary they need understand the text
- support with decoding unfamiliar words, particularly polysyllabic ones
- modelling and encouraging prosody
- promoting rich discussion about the text

Children who need support to understand what they read

If children can read with age-appropriate fluency and yet perform poorly on reading comprehension texts are likely to have weak background knowledge or vocabulary. Providing children with the background knowledge and vocabulary in comprehension exercises will give a more acute picture of their ability to comprehend. This will be especially true for children new to the UK and those new to English.

Some children will benefit from support with comprehension strategies and familiarity with comprehension test questions; however, this should not be at the expense of regular reading practice and rich discussion about the texts being read.

These are used to check the child's keeping up with the pace of the programme/ reading curriculum at set points in time (summative). This will provide feedback to teachers and leaders on the effectiveness of teaching and the curriculum as well as identify children who are falling behind. These assessments are also used to inform (formative) interventions and adjustments to the reading curriculum to enable all children to catch-up and keep up.

Appendices

i. Reading curriculum structure overview

EYFS

- Daily phonics lessons
- Daily reading of phonically decodable books
- Targeted interventions
- Twice daily read aloud sessions
- Daily rhymes, poems and songs session

Year 1

- Daily phonics lessons
- Daily reading of phonically decodable books whole class / and scaffolded fluency practice in pairs
- Targeted phonics interventions

- Class or guided group reading sessions
- Daily read aloud sessions – sharing texts from the literary canon (covering a wide range of genres)

Year 2

- Daily phonics lessons
- 4 lessons of fluency practice reading of phonically decodable and/or benchmarked books per week
- 1 lesson of a close read developing rich text discussion whole class
- Targeted phonics and fluency interventions
- Daily read aloud sessions by teacher (extended reading)

Year 3

- Daily phonics lessons leading to 3x a week spelling lesson
- 3x a week fluency reading lesson
- 1x a week close reading lesson
- Targeted decoding and fluency interventions
- Daily extended read session
- FASE reading 1x week specifically linked to the curriculum

Year 4

- X3 a week spelling lesson
- X3 a week fluency reading lesson
- X1 a week close reading lesson
- Daily vocabulary instruction
- Targeted decoding and fluency interventions
- Daily extended read session using FASE reading where appropriate
- FASE reading 1x week specifically linked to the curriculum

Year 5 – 6

- X3 a week spelling lesson
- X2 a week fluency reading lesson
- X2 a week close reading lesson
- Daily vocabulary instruction
- Targeted decoding and fluency interventions where needed using decodable texts
- Daily extended read session
- FASE reading 2 x week specifically linked to the wider curriculum

ii. Strategies that maybe used throughout all reading lessons at Olympus.

FASE (Fluency, accountability, social, Expression) reading

- Teacher reads an extract which has numbered lines with prosody all the way through under the visualiser.
- Children follow along with a ruler under each line
- Teacher returns to start and reads with prosody. At points the teacher names a child to read (this has been pre planned). This is called bridge reading and the length of the how much the teacher will read is dependent on level of challenge within the text. ● Teacher pick up reading or direct another child to pick up the reading ● Continue until text is read.

- Discuss text.

Echo reading

- Teacher reads extract aloud with prosody
- Children follow along with a ruler under each line
- Teacher returns to the start of the extract and reads aloud a short section with prosody ● Pupils echo the section that was just read.
- The teacher reads the next section.
- Pupil's echoes, and so on until the session is finished.

Choral reading whole class

- Teacher reads extract aloud with prosody
- Children follow along with a ruler under each line
- Teacher and children re- read text together

Choral reading groups

- Teacher reads extract aloud with prosody
- Children follow along with a ruler under each line
- Teacher assigns sections to groups who chorally read their section together
- Other children follow along with a ruler under each line
- Next group picks up the reading and so on until text is completed

Silent reading

- Teacher reads extract aloud with prosody
- Children follow along with a ruler under each line
- Children re read on their own silently
- Adults walk the room asking children to read aloud a few lines. Adults provide brief feedback.

iii. Reading assessments overview

Type	Who	Purpose	Frequency	Next step
Phonics screening check matched to stage of the Sounds Write programme	All children in YR and Y1 children needing to catch-up after Y1	Screening to check if keeping up with the pace of the programme	termly	Blending and segmenting assessment Daily reading of phonic book
GPC knowledge check matched stage to SW	All children in YR and Y1 Children needing to catch-up after Y1	Check if GPC knowledge is keeping up with the pace of the programme or those behind after year 1	termly	Precision teaching and flashcards reading of words with target GPCs Daily supported reading of phonics books

Blending and segmenting check with known GPCs	Children identified through other assessments	Follow up check where formative assessments and screening check identified potential concerns	As required	Flashcards reading of words with target GPCs Daily supported reading of phonics books
Fluency assessments – WCPM Words Correct Per Minute	All children from Year 2 onwards	To identify children falling below the 25 th percentile on the Oral fluency reading table. To measure impact of interventions	Termly and more frequent for children below 25 th percentile	Daily fluency group Daily reading with adult
PM benchmarking	All children who are secure and completed the phonics programme books with automaticity	To support pupils to read with meaning and develop a love of reading through a range of engaging shorter books at the appropriate level and develop fluency	Termly	
AR quizzes	All children who have completed P.M benchmark 28-20	To give a ZPD and ensure reading choice is matched appropriately to age and reading ability	X3 a year	Staff to discuss reading choices and use analysis to guide planning and intervention in reading lessons
AR STAR assessments		To pupil's understanding of text and areas that need to be addressed	After completing an AR book	Discussion with pupil if score under 80%
Reading Age	All children for Year 4 and 5	Screening check to benchmark with reading comprehension identify children falling behind. To measure impact of interventions.	Termly	Further assessments to identify if need additional support with decoding <i>and/or</i> support with fluency or support with background knowledge and vocabulary <i>and/or</i> comprehension strategies
Reading comprehensions – PiXL and Year 2 onwards	Year 2 onwards	To track progress of children to target Year 6 outcomes. Identify children with below expected ARE who need further assessments and support. To provide an overview of the cohort and to support T.A along with the other elements of reading.	Termly	Further assessments to identify if need additional support with decoding <i>and/or</i> support with fluency or support with background knowledge and vocabulary <i>and/or</i> comprehension strategies.

iv. Reading fluency table

(From FFT)

Year Group		Autumn	Spring	Summer
Year 2	75	77	88	98
	50	45	60	73
	25	18	30	45
Year 3	75	101	113	116
	50	68	84	91
	25	39	50	62
Year 4	75	118	123	127
	50	88	97	101
	25	60	65	73
Year 5	75	124	129	133
	50	102	108	111
	25	71	80	83
Year 6	75	139	140	144
	50	108	111	114
	25	79	83	87

v. **The Fluency Rubric (adapted from Zutell and Rasinski 1991)**

	Expression and volume	Phrasing	Smoothness	Pace
4	Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.	Generally reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression.	Generally reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.	Consistently reads at conversational pace; appropriate rate throughout reading.
3	Make text sound like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.	Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness, reasonable stress and intonation.	Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures.	Reads with an uneven mixture of fast and slow pace
2	Begins to use voice to make text sound like natural language in some areas of the text but not in others. Focus remains largely on pronouncing the word. Still reads in a quiet voice.	Frequently reads in two and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses.	Experiences several 'rough spots' in text where extended pauses or hesitations are more frequent and disruptive.	Reads moderately slowly.
1	Reads words as if simply to get them out. Little sense of trying to make text sound like natural language.	Reads in a monotone with little sense of boundaries; frequently reads word-by-word.	Makes frequent extended pauses, hesitations, false starts, sound outs, repetitions, and/or multiple attempts.	Reads slowly and laboriously.