

## Profile of a Reader by the end of EYFS

<b>Skills</b> 	<b>How?</b>  <b>School</b>	<b>How?</b>  <b>Home</b>
<p><b>Children will be confident to:</b></p> <ul style="list-style-type: none"> <li>• <b>ENJOY reading and will choose to read for pleasure from a range of fiction and non-fiction</b></li> </ul> <p><b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> </ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate, where appropriate, such as key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	<p><b>Moorlands Primary School will:</b></p> <ul style="list-style-type: none"> <li>• offer a range of fiction and non-fiction texts for the children to choose from</li> <li>• offer a range of opportunities to be read to, read with, and to read independently across the curriculum</li> <li>• teach phonics on a daily basis with an emphasis on applying these sounds when reading</li> <li>• teach the reading of tricky words by sight and provide opportunities for over-learning</li> <li>• teach the reading of tricky words in context i.e. story book/ reading book</li> <li>• teach reading on a daily basis using a book matched to their phonic phase and reading ability</li> <li>• provide each child with a home reading book and change these regularly</li> <li>• model reading for pleasure by having class story time</li> <li>• provide opportunities for the children to visit the school library</li> <li>• provide opportunities to allow children to show their understanding of books through role play (puppets/ discussion/ re-enactment)</li> <li>• carry out half termly assessments on phonic knowledge, blending and tricky words</li> <li>• use assessments to inform next steps in learning</li> <li>• provide opportunities, during child-initiated learning, to apply their developing reading skills</li> </ul>	<p><b>Parents/carers will:</b></p> <ul style="list-style-type: none"> <li>• <b>read with your child every day and record in their reading diaries – this can take the form of children reading to you, you reading to them and shared reading.</b></li> <li>• support your child in reading books and e-books linked to their phonics learning</li> <li>• support your child in regularly practising letters and sounds of the week in isolation, within words and within books</li> <li>• support your child with regularly practising his/her tricky word sets and inform your child’s class teacher when you feel they are ready to move on</li> <li>• support your child in any catch-up work that is sent home</li> <li>• motivate your child to gain his/her ‘Reading Rocket Rewards’ and celebrate his/her achievements throughout this booklet</li> </ul>

## Profile of a Reader by the end of Key Stage 1

<b>Skills</b> 	<b>How?</b> 	<b>School</b>	<b>How?</b> 	<b>Home</b>
<p><b>Children will be confident to:</b></p> <ul style="list-style-type: none"> <li>• <b><i>ENJOY reading and will choose to read for pleasure from a range of fiction and non-fiction</i></b></li> <li>• read a range of age-appropriate books fluently, including reading words of two or more syllables and words containing common suffixes</li> <li>• read most common exception words from Year 1 and 2 tricky words list</li> <li>• sound out most unfamiliar words accurately</li> <li>• read sufficiently fluently to allow them to focus on their understanding rather than decoding individual words</li> <li>• in age-appropriate books children can:               <ul style="list-style-type: none"> <li>- check it makes sense to them</li> <li>- correct any inaccurate reading</li> <li>- answer questions and make some inferences</li> <li>- explain what has happened so far in what they have read</li> <li>- make a plausible prediction about what might happen based on what has been read so far</li> </ul> </li> <li>• make connections between the book they are reading and other books they have read</li> </ul>	<p><b>Moorlands Primary School will:</b></p> <ul style="list-style-type: none"> <li>• offer a range of fiction and non-fiction texts for the children to choose from</li> <li>• offer a range of opportunities to be read to, read with, and to read independently across the curriculum</li> <li>• teach phonics on a daily basis with an emphasis on applying these sounds when reading</li> <li>• teach the reading of tricky words by sight and provide opportunities for over-learning</li> <li>• teach the reading of tricky words in context i.e. story book/ reading book</li> <li>• teach guided reading/whole class reading on a daily basis</li> <li>• provide each child a guided reading book matched to their phonic phase and reading ability</li> <li>• provide each child with a home reading book linked to their phonics and reading ability and change these weekly</li> <li>• model reading for pleasure by having class story time</li> <li>• provide opportunities for the children to visit the school library</li> <li>• provide opportunities to allow children to show their understanding of books through role play (puppets/ discussion/ re-enactment)</li> <li>• use assessments to inform next steps in learning</li> <li>• carry out half termly assessments on phonic knowledge, blending, tricky words and fluency</li> </ul>	<p><b>Parents/ carers will:</b></p> <ul style="list-style-type: none"> <li>• <b>read with your child every day and record this in their reading diaries – this can take the form of children reading to you, you reading to them and shared reading.</b></li> <li>• support your child in reading books and e-books sent home</li> <li>• support your child with regularly practising Phonics learning sent home</li> <li>• support your child with regularly practising his/her tricky word sets and inform your child’s class teacher when you feel they are ready to move on</li> <li>• motivate your child to gain his/her ‘Reading Rocket Rewards’ and celebrate his/her achievements throughout this booklet</li> </ul>		

## Profile of a Reader by the end of Lower Key Stage 2

<b>Skills</b> 	<b>How?</b>  <b>School</b>	<b>How?</b>  <b>Home</b>
<p><b>Children will be confident to:</b></p> <ul style="list-style-type: none"> <li>• <b><i>ENJOY reading and will choose to read for pleasure from a wider range of fiction and non-fiction</i></b></li> <li>• apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and whether these occur in the word.</li> <li>• use dictionaries to check the meaning of words they have read</li> <li>• retell familiar texts orally</li> <li>• identify themes and conventions</li> <li>• prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action</li> <li>• discuss words and phrases that capture the reader's interest and imagination</li> <li>• recognise some different forms of poetry</li> <li>• check that the text makes sense to them, discuss their understanding and explain the meaning of new words in context</li> <li>• ask questions to improve their understanding of the text</li> <li>• draw inferences such as inferring characters' feelings, thought and motives from their actions, and justifying inferences with evidence</li> <li>• predict what might happen from details stated and implied</li> <li>• identify main ideas drawn from more than one paragraph and summarise these</li> <li>• identify how language, structure, and presentation contribute to meaning</li> <li>• retrieve and record information from non-fiction</li> </ul>	<p><b>Moorlands Primary School will:</b></p> <ul style="list-style-type: none"> <li>• offer a wide range of fiction, poetry, plays, non-fiction texts and reference books or textbooks for the children to choose from</li> <li>• offer a range of opportunities to be read to, read with, and to read independently across the curriculum</li> <li>• teach children to 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</li> <li>• teach daily whole class reading lessons incorporating the development of fluency and comprehension through rich texts</li> <li>• ensure texts are matched to children's reading ability when they are required to read independently</li> <li>• provide each child with a home reading book matched to their reading ability and change these regularly</li> <li>• model reading for pleasure by having class story time</li> <li>• provide opportunities for the children to visit the school library</li> <li>• use assessments to inform next steps in learning</li> <li>• carry out half termly reading assessments</li> <li>• provide additional support for children that are still developing their word reading through:               <ul style="list-style-type: none"> <li>- small phonics groups</li> <li>- small reading groups</li> <li>- regular 1:1 reading with an adult every week</li> <li>- 1:1 Precision Teaching focussing on phonics or tricky words</li> <li>- Tutoring programme</li> </ul> </li> </ul>	<p><b>Parents/carers will:</b></p> <ul style="list-style-type: none"> <li>• <b>read with your child every day and record this in his/her reading diary – this can take the form of children reading to you, you reading to them and shared reading.</b></li> <li>• support your child in reading books and e-books sent home</li> <li>• support your child with regularly practising reading his/her word lists and inform your child's class teacher when you feel they are ready to move on</li> <li>• support your child in any catch-up work that is sent home</li> <li>• motivate your child to gain his/her 'Reading Rocket Rewards' and celebrate his/her achievements throughout this booklet</li> </ul>

## Profile of a Reader by the end of Upper Key Stage 2

<b>Skills</b> 	<b>How? School</b> 	<b>How? Home</b> 
<p><b>Children will be confident to:</b></p> <ul style="list-style-type: none"> <li>• <b><i>ENJOY reading and will choose to read for pleasure from a wider range of fiction and non-fiction</i></b></li> <li>• apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>• recommend books to their peers, giving reasons for their choices</li> <li>• identify themes and conventions</li> <li>• make comparison within and across books</li> <li>• learn a wider range of poetry by heart</li> <li>• prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone and volume</li> <li>• check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</li> <li>• ask questions to improve their understanding</li> <li>• draw inferences such as inferring characters' feelings, thought and motives from their actions, and justifying inferences with evidence</li> <li>• predict what might happen from details stated and implied</li> <li>• summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• identify how language, structure, and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use of language, including figurative language, impacts the reader</li> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> <li>• explain and discuss their understanding, including through formal presentations and debates</li> <li>• provide reasoned justifications for their views</li> </ul>	<p><b>Moorlands Primary School will:</b></p> <ul style="list-style-type: none"> <li>• continue to offer a wide range of fiction, poetry, plays, non-fiction texts and reference books or textbooks for the children to choose from</li> <li>• offer a range of opportunities to be read to, read with, and to read independently across the curriculum</li> <li>• teach children to participate in discussion about both books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>• teach daily whole class reading lessons incorporating the development of fluency and comprehension through rich texts</li> <li>• continue to introduce new vocabulary to the children</li> <li>• ensure texts are matched to children's reading ability when they are required to read independently</li> <li>• provide each child with a home reading book matched to their reading ability and change these regularly</li> <li>• model reading for pleasure by having class story time</li> <li>• provide opportunities for the children to visit the school library</li> <li>• use assessments to inform next steps in learning</li> <li>• carry out half termly reading assessments</li> <li>• provide additional support for children that are still developing their word reading through: <ul style="list-style-type: none"> <li>- small phonics groups</li> <li>- small reading groups</li> <li>- regular 1:1 reading with an adult every week</li> <li>- 1:1 Precision Teaching focussing on phonics or tricky words</li> <li>- tutoring programme</li> </ul> </li> </ul>	<p><b>Parents/carers will:</b></p> <ul style="list-style-type: none"> <li>• <b>read with your child every day and record this in his/her reading diary – this can take the form of children reading to you, you reading to them and shared reading.</b></li> <li>• support your child in reading books and e-books sent home</li> <li>• support your child with regularly practising reading his/her word lists and inform your child's class teacher when you feel they are ready to move on</li> <li>• support your child in any catch-up work that is sent home</li> <li>• motivate your child to gain his/her 'Reading Rocket Rewards' and celebrate his/her achievements throughout this booklet</li> </ul>