

Handford Hall Primary School

Achieve Believe Celebrate



HH Reading Curriculum



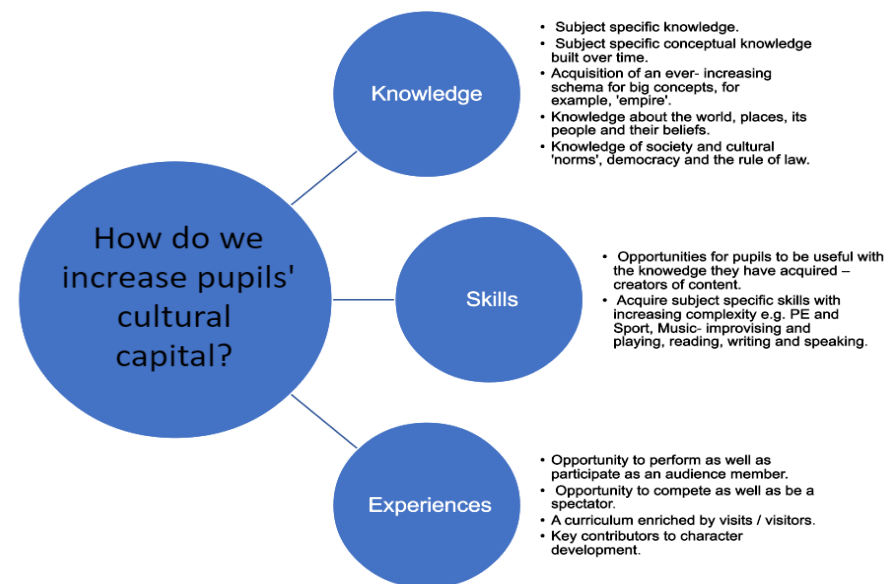
Why is reading the most important part of HH Curriculum?

At our school, we understand that reading is fundamental to pupils' development of spoken language, writing and the acquisition of the broad and rich vocabulary necessary for effective **communication** in the 21st century world. We understand that reading is key to acquiring knowledge, skills and understanding in every curriculum subject and that pupils who leave school able to read fluently do better in life than those that do not, a successful reader holds the keys to the doors of **opportunity** - promoting positive reading outcomes is therefore treated at Handford Hall as fundamental to pupils' overall **wellbeing**. Ensuring that all pupils are able to read fluently is a high priority from day 1 when pupils begin a structured phonics programme in Reception targeted at ensuring children can confidently decode words by the time that they finish key stage one, whilst reading in key stage 2 focuses on reading texts with increasing fluency, stamina and a focus on developing comprehension skills. From EYFS - Y6 we have identified a suite of core texts that serves as a promise to all pupils of the literature that they will encounter during their time at Handford Hall. The core literature spine has been carefully chosen to ensure that pupils are exposed to a vast range of fiction, non-fiction and poetry – the experiences of the characters, the diversity of the authors and the breadth of themes addressed engenders a love of reading, a curiosity in character and an interest in the written word, we hope our pupils both see themselves represented in the literature as well as develop a keen awareness of alternative views, beliefs and cultures to their own – we believe this helps pupils to self – identify, as well as broadens their understanding of the local, national and international **community**.

Reading is at the heart of our curriculum. We encourage children to develop a positive attitude towards literature of all kinds. Children learn the knowledge and skills to become confident readers, so that they can read for both pleasure and information.

We want our children to:

- Enjoy reading all genre of books and appreciate the value and worth of reading in everyday life
- Read a range of different kinds of reading material fluently and with understanding
- Make choices about the sorts of texts that they enjoy
- Use reading skills to search for information



- Use a full range of reading cues (e.g. phonics, grammar and context)
- Read 'between the lines' and behind the images
- Be exposed to literature that is beyond their current experience and fluency.

We use a number of different strategies to promote a child's love of books and encourage them to become confident, independent readers. Children are provided with many opportunities to read, enjoy and share books as well as being emerged in language rich environments with access to a breadth of vocabulary and print. We have a range of reading books for children to borrow alongside a non-fiction library that contains a wide range of reading materials to support children of all abilities.

Reading is a crucial element to every child's education and the reason why it is a priority at Handford Hall.

Reading is heavily featured on our weekly timetable - RWI, Accelerated Reader, Duolog reading, Whole Class Reading & Reading for Pleasure.

The school's shared vision is that every pupil learns to read quickly and continues to read –widely and often. All staff at Handford Hall work passionately together to ensure that this happens.

At least 10 hours a week are dedicated to reading.

	8.30-9.00 WH	9.00-10.00	10.00-10.15 WH <small>Playground</small>	10.15-10.30	10.30-11.30	11.30-12.00	12.00-1.00 WH	1.00-1.30	1.30-3.20	3.20-3.30
Monday	Maths practice	English	break	Handwriting assembly	Maths	Acc Reader	12.00 Lunch 12.30 lunch	Guided Reading including handwriting	IPC 1.30-2.30 French/Music 2.30-3.20 Sally	Reading for pleasure
Tuesday	Maths practice	English	break	Year 4 Dome assembly	Maths	Acc Reader	12.00 Lunch 12.30 lunch	Guided Reading	IPC 1.30-2.45 PSHE 2.45 -3.20	Reading for pleasure
Wednesday	Maths practice	English	break	Handwriting assembly	Maths	Acc Reader	12.00 Lunch 12.30 lunch	1.00-2.00 PE dome	Guided Reading 2.00-2.30 Computing 2.30- 3.20	Reading for pleasure
Thursday	Maths practice	English	break	Class assembly	Maths	Acc Reader	12.00 Lunch 12.30 lunch	Guided Reading	IPC 1.30-2.30 PE outdoor 2.30-3.20	Reading for pleasure
Friday	Maths practice	English	break		Maths	Acc Reader	12.00 Lunch 12.20 lunch	registration PPA		

Friday whole school assembly – 9.00am*

How do we ensure reading at Handford Hall contributes to pupils' cultural capital?

Cultural Capital can be defined as the non-financial social assets that promote social mobility beyond economic means. At Handford Hall, we understand Cultural Capital to be the sum of the **knowledge, skills and experiences** acquired by pupils. The wider their knowledge, the greater their skills and the breadth of experiences they have all contribute to pupils' Cultural Capital.

Our curriculum is designed to give pupils **knowledge** of the culture that has shaped the **world's past, purposeful** experiences to broaden their **cultural capital and the opportunity to be skilful with the knowledge they acquire.**

The reading curriculum is designed to enable pupils to develop the **knowledge, skills and rich vocabulary** needed to make **informed choices, lead fulfilling lives** and **become contributors of culture themselves.** Through the reading curriculum, pupils are exposed to: a wide range of literature and literary traditions; the work of significant authors past and present; and the importance of the written and spoken word to cultures and religions around the world.

Early Reading and Phonics - Why Read Write Inc?

Pupils from Reception and throughout KS1 are taught to read using the synthetic phonics programme 'Read Write Inc'. Chosen for its carefully structured approach the programme teaches pupils to decode the 44 sounds and the corresponding letter and letter groups using simple picture prompts and a repetitive structure that ensures pupils learn the sounds quickly through constant repetition and practice. The programme continues into years 3 and 4 for pupils that need it and RWInc's 'Fresh Start' programme is used for pupils in years 5 and 6 that cannot yet decode fluently. Pupils' progress is tracked carefully and often to ensure that pupils are matched to the appropriate RWInc group so that they continue to make progress. This means that any pupils falling behind are identified quickly and appropriate additional support is given to ensure they catch up, for example, through intensive one to one tutoring known as 'fast track phonics tutoring'.



Children learn:

- that sounds are represented by written letters
- the 44 sounds and the corresponding letter/letter groups using simple picture prompts
- how to blend sounds
- to read words using Fred Talk
- read lively stories featuring words they have learned to sound out
- show that they comprehend the stories by answering questions.

Home Reading Books

Children in the RWInc programme take home reading books weekly, these books are carefully matched to the sounds that pupils have already been taught so that pupils develop fluency, speed and confidence in their reading rather than encountering words which will hinder their flow because they have not yet encountered the sounds they make. In addition to the RWInc books, children also take home a library book and a high quality picture book which parents are encouraged to read to their children. Once children leave the RWInc programme they join the Accelerated Reader programme. Pupils continue to take home a reading book which they choose from our vast collection of books in our school library. Using Accelerated Reader, pupils are assessed for their reading age periodically to ensure that their book choice is appropriately matched to their reading ability.

Accelerated Reader

Once pupils have finished Read Write Inc and can decode fluently, they continue to improve their reading skills and engage with a vast collection of titles through our Accelerated Reader programme. Pupils take a baseline assessment known as the 'Star Test', this gives pupils their reading age and means that they can choose appropriately challenging texts from our school library. Pupils read a book, take an online quiz and receive immediate feedback which motivates them to make progress with their reading skills. It is expected that pupils will read and quiz on at least two books per week and must average an 80% pass mark. Teachers monitor quiz marks rigorously to ensure that pupils are choosing appropriately demanding texts and intervene swiftly to advise on pupils' book choices where weekly progress is less than expected. Pupils are given opportunities within the school day to take their Accelerated Reader quiz and select new books from the library. The Star Test is repeated every 6 weeks in order to measure progress and ensure that pupils are always taking home an appropriately challenging title that will enrich and extend their vocabulary.

Star Reader

- Star Reading gives you access to an accurate set of data to inform your teaching and your children's reading practice:
- Reading age (in years and months)
- Zone of Proximal Development: The range of difficulty level of books a child should read to allow for independent reading
- Norm Referenced Standardised Score: How a child compares nationally with others of a similar age
- Percentile Rank: A norm-referenced score that provides a measure of a child's score compared with other children of the same age nationally
- Scaled Score: A measure of a child's progress against the expected standards in the new reading curriculum



Summary Report

Printed Friday, 30 September 2022 11:56:10

School: Handford Hall Primary School

Reporting Period: 01/09/2022 - 31/08/2023 (2022-2023)

Report Options
Reporting Parameter Group: All Demographics [Default]
Group By: Do Not Group
Sort By: Last Name

Score Definitions For more information, see "Definitions" in Star Reading Resources.

NRSS: Normed Referenced Standardised Score RA: Reading Age Est. ORF: Estimated Oral Reading Fluency for years 2-6 only
PR: Percentile Rank SS: Scaled Score
PR Range: Percentile Rank Range ZPD: Zone of Proximal Development

Student	Class	Teacher	Test Date	Rank	NRSS	PR	PR Range	RA	SS	ZPD	Est. ORF
Anis, Aysan	4W	Worley, M	05/09/2022	11	87	19	13-25	7:03	200	2.0-3.0	52
Austin, Erin	4W	Worley, M	05/09/2022	7	110	75	66-79	9:04	446	3.0-4.5	107
Balutescu, David-Benjamin	4W	Worley, M	23/09/2022	18	71	3	2-3	6:04	85	1.1-2.1	25
Borikov, Simeon	4W	Worley, M	05/09/2022	8	102	55	47-63	8:06	349	2.6-3.6	82
Brasoveanu, Robert-Andrei	4W	Worley, M	05/09/2022	9	99	47	39-55	8:05	333	2.4-3.4	78
Caimi, Sophie Marie	4W	Worley, M	08/09/2022	8	109	73	63-79	9:06	450	3.1-4.7	111
Ching Fong, Leidvan	4W	Worley, M	15/09/2022	22	69	2	2-2	6:02	74	0.9-1.9	17
Cristea, Iacov	4W	Worley, M	05/09/2022	23	69	2	2-2	6:02	73	0.9-1.9	16
Cristea, Stefani Aida	4W	Worley, M	05/09/2022	13	80	9	5-13	6:11	158	1.6-2.6	45
Dragalea, Jessica	4W	Worley, M	05/09/2022	20	69	2	2-2	6:03	76	0.9-1.9	18
Duffy, Danny	4W	Worley, M	15/09/2022	16	80	9	5-14	6:07	118	1.5-2.5	37
George, Sara	4W	Worley, M	12/09/2022	19	69	2	2-2	6:03	77	0.9-1.9	19
Grinevicute, Perla	4W	Worley, M	05/09/2022	25	69	2	2-2	6:02	68	0.7-1.7	12
Hurmuz, Lidia-Estera	4W	Worley, M	05/09/2022	17	75	5	3-9	6:07	115	1.5-2.5	36
Hussain, Rethan	4W	Worley, M	05/09/2022	2	123	94	90-97	11:05	693	4.2-6.4	165
Kardo, Ayah	4W	Worley, M	16/09/2022	15	83	13	7-18	6:10	144	1.6-2.6	42
Lasali-Higgs, Noah	4W	Worley, M	05/09/2022	3	121	92	87-94	10:08	606	3.8-5.8	148
Mahmoud, Sareen	4W	Worley, M	05/09/2022	14	81	10	5-14	6:10	147	1.6-2.6	43

Teachers analyse AR Diagnostic report weekly to plan appropriate interventions:

Other reports are used to identify areas for further development for clear and timely interventions:



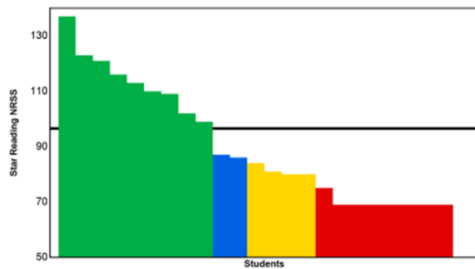
Screening Report School Benchmark

Printed Friday, 30 September 2022 12:00:59

School: Handford Hall Primary School

Reporting Period: 01/09/2022 - 15/09/2022 (Autumn)

Report Options
Reporting Parameter Group: All Demographics [Default]
Year: 4



Categories / Levels	Benchmarks	Number	Students Percentage
At/Above Benchmark			
At/Above Benchmark	At/Above 97 NRSS 40 PR	9	39%
Category Total		9	39%
Below Benchmark			
On Watch	Below 97 NRSS 40 PR	2	9%
Intervention	Below 85 NRSS 16 PR	4	17%
Urgent Intervention	Below 77 NRSS 6 PR	8	35%
Category Total		14	61%
Students Tested		23	

Urgent Intervention

Test Date	NRSS	PR	PR Range	RA	SS	ZPD	Est. ORF
15/09/2022	69	2	2-2	6:02	74	0.9-1.9	17
05/09/2022	69	2	2-2	6:02	73	0.9-1.9	16
05/09/2022	69	2	2-2	6:03	76	0.9-1.9	18
12/09/2022	69	2	2-2	6:03	77	0.9-1.9	19
05/09/2022	69	2	2-2	6:02	68	0.7-1.7	12
05/09/2022	75	5	3-9	6:07	115	1.5-2.5	36
05/09/2022	69	2	2-2	6:03	76	0.9-1.9	18
05/09/2022	69	2	2-2	6:02	72	0.9-1.9	15

Test Date	NRSS	PR	PR Range	RA	SS	ZPD	Est. ORF
05/09/2022	80	9	5-13	6:11	158	1.6-2.6	45
15/09/2022	80	9	5-14	6:07	118	1.5-2.5	37
05/09/2022	81	10	5-14	6:10	147	1.6-2.6	43
05/09/2022	84	14	10-21	7:00	167	1.7-2.7	47

Test Date	NRSS	PR	PR Range	RA	SS	ZPD	Est. ORF
05/09/2022	87	19	13-25	7:03	200	2.0-3.0	52
05/09/2022	86	18	13-25	7:05	214	2.1-3.1	54

Test Date	NRSS	PR	PR Range	RA	SS	ZPD	Est. ORF
05/09/2022	110	75	66-79	9:04	446	3.0-4.5	107
05/09/2022	102	55	47-63	8:06	349	2.6-3.6	82



Student Record Report

Printed Friday, 30 September 2022 12:29:30

School: Handford Hall Primary School

25/09/2022 - 30/09/2022 Custom

Report Options
Reporting Parameter Group: All Demographics [Default]
Sort By: Date taken
Quiz Type: All
Group By: Class
Filter Student Quizzes: No

Class: 4W
Teacher: Miss M Worley

Quiz Information	Questions		Points		ATOS BL			
	F/NF	T/WI	Corr. Poss	% Earned Poss.				
Wild Ride	F	I	3	5	60.0	0.3	0.5	2.2
How Much I Love You	F	I	5	5	100.0	0.5	0.5	2.8
			8.0	0.8	1.0	2.5		

this student during this reporting period.

C0

this student during this reporting period.

Class: 4W
Teacher: Miss M Worley

Quiz Information	Questions		Points		ATOS BL			
	F/NF	T/WI	Corr. Poss	% Earned Poss.				
on Blast Off	F	I	5	5	100.0	0.5	0.5	3.6
ep	NF	I	4	5	80.0	0.4	0.5	4.2
			9.0	0.9	1.0	3.7		

The Reading Curriculum

Whole Class Guided Reading at Handford Hall

Why we use whole class Guided Reading.

'Good readers combine word recognition with language comprehension to be able to decode the print and understand the language it yields. Once fluent in decoding, it is depth and breadth of vocabulary and general knowledge that contribute to comprehension and so the teaching of reading must develop vocabulary and background knowledge.' Nick Hart

Text Selection

The choice of texts is absolutely key in successful Guided Reading Sessions. We want to ensure the children have access to books which are aimed at their chronological age and have therefore chosen to read books from the Lighthouse Scheme which is stored in our library.

Listening to texts and using open questions to prompt discussions ensures that the focus is on language development in a way that is not restricted by poor decoding. Having said that, those children who are not decoding to the standard expected will still need some sort of intervention running concurrently to this so that they catch up (RWI overlearning).

'Low readers are often balkanised to reading only lower level texts, fed on a diet of only what's accessible to them – they're consigned to lower standards from the outset by our very efforts to help them.' Lemov ([Reading Reconsidered](#))

Lesson structures

Lesson 1

Introduction (*Only happens when starting a new book*) What is the main theme of the story, its underlying message, or 'big idea.' In other words, what critical belief about life is the author trying to convey in the writing of a novel, play, short story or poem? The six common themes in literature are:

Good vs. evil, love, redemption, courage and perseverance, coming of age or revenge. Which theme does your book follow? Relate these themes or concepts to students' background knowledge and personal experiences.

Vocabulary - Teachers explicitly teach the vocabulary which pupils will encounter in this week's text. There are three main elements to this.

Explore - pupils spend time decoding the words, finding definitions in dictionaries, writing sentences using the new words.

Teach - teachers clarify the meaning of words which will be encountered in the text using images, drama, actions and sentences of varying contexts. Explore links between words children already know and try to include the new vocabulary with prefixes, suffixes, synonyms and antonyms.

Practice - teachers use various methods to revise the words previously learned: matching words definitions, providing definitions, images, missing letters, sentences from books with the word missing.

Lesson 2

Reading - Teachers read aloud the text with pupils following along in their copy. The text is often a whole chapter (or two) of the chosen book. Mostly, this is done without stopping so children experience the text as a whole. Often, they spot the words mentioned in the vocabulary teaching from the previous lesson.

Close Reading and Discussion (Notes) - The pupils take turns reading aloud and the teacher enables analysis to take place through questioning. For this part, the section to be read aloud is an extract from the chapter(s) read; generally, the extract which is most difficult to understand or has the most to be gained from discussion. Pupils make notes on the text to help them understand further and answer questions later. At first, teachers must model note-taking slowly and carefully, explaining how and why we take notes.

Questions (VIPERS) - Children use the notes they've taken on the extract to answer questions about the text. These questions are taken from our VIPERS questions. Again, some children can start working on this with the teacher to support their understanding before working independently.

Lesson 3

Reading - Teachers read aloud the text with pupils following along in their copy. The text is often a whole chapter (or two) of the chosen book. Mostly, this is done without stopping so children experience the text as a whole. Often, they spot the words mentioned in the vocabulary teaching from the previous lesson.

Close Reading and Discussion (Notes) - The pupils take turns reading aloud and the teacher enables analysis to take place through questioning. For this part, the section to be read aloud is an extract from the chapter(s) read; generally, the extract which is most difficult to understand or has the most to be gained from discussion. Pupils make notes on the text to help them understand further and answer questions later. At first, teachers must model note-taking slowly and carefully, explaining how and why we take notes.

Questions (VIPERS) - Children use the notes they've taken on the extract to answer questions about the text. These questions are taken from our VIPERS questions. Again, some children can start working on this with the teacher to support their understanding before working independently.

Lesson 4

Reading Aloud - Pupils re-read the chapters aloud independently or in pairs. Some children can read with the teacher or a TA. This is where we encourage children to use expression and perform, especially if it is a poem.

Summarising - Pupils write a summary of what they have heard. This will be a personalised task. Some children have prompts to help, some summarise orally or reread the text with the teacher, some use bullet points, some use full sentences, some include quotations, some challenge themselves to summarise without looking in the book, some are given summary sentences and they must fill in the gaps.

VIPERS is an anagram to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

VIPERS stands for:

	KS1	KS2
Vocabulary (covered in lesson 1 each week)	Draw upon knowledge of vocabulary in order to understand the text.	Find and explain the meaning of words in context.
Inference	Make inferences from the text.	Make and justify inferences using evidence from the text
Prediction	Predict what you think will happen based on what you already know.	Predict what might happen from the details given and implied
Explanation	Explain your preferences, thoughts and opinions about the text.	Explain how content is related and contributes to the meaning as a whole. <ul style="list-style-type: none"> • Explain how meaning is enhanced through choice of language. • Explain the themes and patterns that develop across the text. • Explain how information contributes to the overall experience.
Retrieval	Find information in the text.	Retrieve and record information and identify key details from fiction and non-fiction.
Sequence or Summarise (covered in lesson 2 & 4 each week)	Sequence the key events in the text.	Summarise the main ideas from more than one paragraph.

As Vocabulary occurs in session 1 each week and Sumarising in session 4, Its imperative that the other areas of VIPERS (Inference, Prediction, Explanation, Retrieval) are covered in the question sessions on days 2 and 3.

Writing is thinking, and to paraphrase Lemov in Reading Reconsidered, not being able to record their thoughts about what they've read on paper does not make them invalid, but children are at a significant disadvantage if they are unable to craft an articulate, effective sentence explaining what they have understood. Therefore, all notes, summarising and answers to questions are recorded in the children's individual reading journals.

Reading for Pleasure

In order to finish a book in 6-8 weeks, we should read alternating chapters for pleasure between these lessons. If you do not need this time to continue with your Guided Reading text, then read an age appropriate picture book to your class (I am in the process of ordering new picture books for each class.)

KS1

Year 1 to continue to use first half term to use images to stimulate discussion and to orally answer VIPERS questions. After half term, move onto picture books and oral VIPERS

Year 2 normally would use higher level RWI text for first half term but as all children will be having RWI I suggest that for the first half term we use picture books and verbal responses to VIPER questions. This will be reviewed at half term.

Fluency Exercises

At Handford Hall, we recognise the importance of reading with speed, accuracy and fluency – pupils need to be able to read 90 words per minute in order to comprehend or fully understand the text. Echo Reading along with Paired Reading and Timed Reading are commonly used to increase pupils' reading speed.

Echo Reading – this strategy is used to support readers to improve their prosody (reading with understanding). In this strategy, the adult reads out a short piece of text and the pupils echo it back. This strategy is usually used with the whole class but can be delivered individually or to small groups.

It allows less fluent readers to understand how reading should sound (e.g. proper phrasing) when they hear the text being read fluently, for this reason we encourage parents to use the strategy at home too.

Adults read a sentence of text and then invite pupils to reread the sentence aloud, imitating the same phrasing, expression and pace as demonstrated by the teacher.

In this strategy, adults do not correct pupils but simply reread the line and ask them to echo read it again. Adults use explicit modelling to demonstrate exactly how children should repeat it back. There will be an emphasis on prosody, which includes the pace, emphasis, phrasing and intonation that speakers use to convey meaning and to make their speech interesting.

Because there is an emphasis in echo reading on pointing at each word as it is read, as well as on the pupil following along by pointing, this means that they clearly see every word that they come across. The emphasis on pointing at the text gives the pupil an effective way to match speech to print.

Timed Reading – this is also a strategy regularly used to develop fluency in lessons. Pupils are timed at reading a sample of text pitched slightly above their reading ability. In this strategy pupils are encouraged to read for between 60 – 90 seconds and mark in the text where they get to. Pupils are then asked to re-read the same text for the same amount of time aiming to get further than the first time. The success of this strategy lies within the children re reading or over reading the same text which builds their fluency and develops prosody.

Reading to the children

At Handford Hall we believe that reading to children is just as important and valid as the children reading to adults. Children who are read to often, become fluent readers themselves more quickly and as such we ensure that pupils are read to every day. Typically, this is timetabled straight after

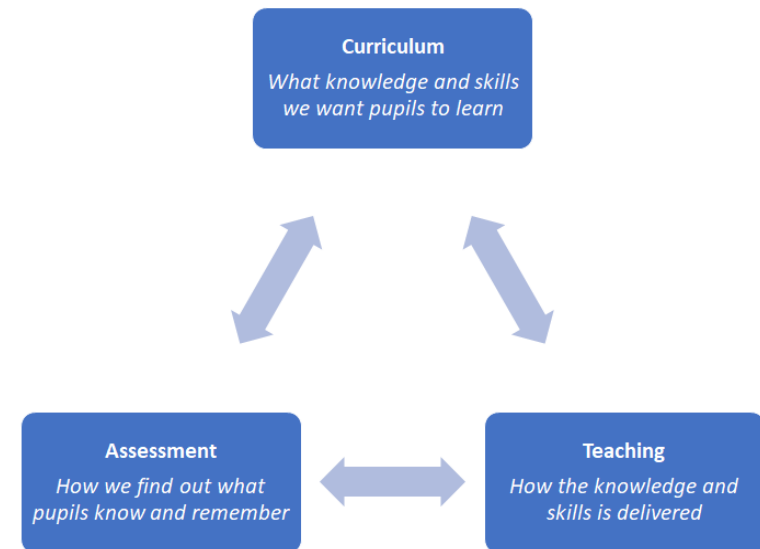
lunch, although reading to the children often forms part of the morning reading lesson. We timetable for pupils to be read to every day because we know that this helps children develop in the following ways:

1. Children learn to sustain their attention.
2. They learn to appreciate rhythm and rhyme.
3. They build pictures in their mind from the words on the page.
4. They learn to understand humour and irony.
5. Use new words and phrases in different contexts and later in writing.
6. They learn new vocabulary and knowledge of the world.
7. They think about characters' feelings and use appropriate voices.
8. They learn to follow a plot with all its twists and turns.
9. They learn to appreciate suspense and predict what might happen next.
10. Children learn to link sentences and ideas from one passage to the next.

How do we assess and measure impact?

Formative Assessment- Teachers use a range of strategies to check pupils' understanding in lessons. These include pupils' written responses to questions on the question strip as well as pupils' oral responses to questioning and low stakes testing / quizzing. Teachers use strategies such as cold calling when checking for pupils' understanding, this involves sampling a large number of the group to ensure that new vocabulary has been understood by the many rather than the few and enables misconceptions to be identified and addressed at the point of learning. These assessment techniques enable teachers to identify progress and gaps in pupils' reading skills which ensures that teaching in subsequent lessons is responsive to the emerging needs of the class.

Summative Assessment- In Reading, a range of summative assessments are used in order to gauge pupils' attainment at specific points in time as well as measure pupil progress over a longer periods of time, e.g. from term to term or year to year. These assessments are standardised, this means that we can see how pupils are performing in relation to the national standard. Typically, the following summative assessments are carried out each year.



- **Year 1:** Read Write Inc assessments carried out every 6-7 weeks, typically half termly. Phonics screening test. PIRA Reading tests are carried out in termly. Teachers conduct Termly Reading Conference.
- **Year 2:** Read Write Inc assessments are carried out every 6-7 weeks, typically half termly for those pupils on the programme. Phonics screening test for those who did not pass in Year 1 and End of Key Stage 1 statutory reading test (SATs) in May. PIRA assessments are also carried out each term. Teachers conduct Termly Reading Conference.
- **Year 3-5:** PIRA tests for reading are used in the Autumn, Spring and Summer terms. Accelerated Reader Star Test every 6 weeks. Teachers conduct Termly Reading Conference.
- **Year 6:** PiXL tests are used in the Autumn x1 and the Spring x2 with the end of key stage stage 2 statutory reading test (SATs) in May. Accelerated Reader Star Test every half term. Teachers conduct Termly Reading Conference.

PIRA (Y4)

	<u>Y</u>	<u>Mark out of</u> —	<u>Standardised</u> <u>score</u>	<u>Age</u>	<u>Reading Age</u>
	4	20	102	8.5	9.10
	4	16	95	8.7	8.11
n	4	13	90	8.10	8.4
	4	15	93	8.8	8.8
	4	14	92	9.2	8.6
	4	17	97	8.3	9.2
	4	29	118	8.7	>10.00
	4	14	92	8.4	8.6
n	4	28	117	9.2	>10.00
	4	21	104	8.6	10.00
	4	23	108	8.9	>10.00
	4	7	79	8.3	<7.4
	4			8.6	
	4	11	86	8.3	7.11
	4	23	108	8.10	>10.00
	4	16	95	9.2	8.11

