



**Sheiling School  
Thornbury**

# READING PROGRESSION POLICY

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Our personalised, assessment-led approach to  
the teaching of reading

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## Reading at the Sheiling School

At Sheiling School, we recognise that our pupils are individual learners, who require a personalised approach to their education. Our pupil cohort is extremely diverse in levels of academic attainment, engagement and experience, and therefore, no single approach to the teaching of reading is going to be effective overall. We also recognise that effective, fluent reading is the product of a reader applying a range of strategies to read and understand text in a meaningful and functional way. For this reason, we do not place an emphasis on a single strategy for reading, rather, we aim to nurture our pupils to develop a range of well-rounded strategies that support meaningful growth as a reader.

Our reading programme consists of two distinct, yet related dimensions; 'decoding words' and 'developing language comprehension'. Both of these interrelated dimensions involve discrete skills that a reader must learn to become an effective, functional reader:

### **Decoding:**

- **Phonetic awareness:** *the graphophonetic relationships between letters and sounds.*
- **Word recognition:** *the instant recognition of words within a known lexicon.*

### **Comprehending:**

- **Semantics:** *the comprehension of language.*
- **Syntax:** *The grammatical system of reading that impacts on the meaning of text.*

These dimensions are the **primary** strategies that we use to read, combining the mechanical and contextual aspects of reading.

### **Aims:**

At Sheiling School, we hold high expectation of our pupils regardless of their learning, behavioural, or social needs. We aim for all of our pupils to:

- Develop their functional reading skills that will facilitate them to lead more independent lives.
- Develop and apply a range of effective reading strategies.
- Become confident and fluent readers.
- Read 'for meaning'.
- Apply their reading skills in real life, functional situations.
- Develop the skills to read for pleasure.

In order to achieve the highest outcomes and levels of personal progress for our pupils, we have developed an *assessment-led* 'Reading Progression Plan' (RPP), which is personalised to each pupil. To inform the RPP we will use our assessment tool – 'Reading Response Analysis' that gives teachers an insight into how effectively a pupil is using reading strategies as well as continuously identifying gaps in pupils' knowledge, with the aim of implementing interventions to further pupils' progress.

### Reading Progression Plan

At Sheiling School, we recognise that our learners present with a wide range of special educational needs, and access reading at different levels. The first stage of our *Reading Progression Plan* is to identify the broad level at which a pupil accesses reading; we use five stages to broadly identify this:

- Pre-emergent readers
- Emergent readers
- Supported readers
- Proficient readers
- Fluent readers

Due to the complexity of learning styles, abilities and experiences across our pupil cohort, pupils aren't necessarily going to fit into an identified stage exclusively. However, in the case that a pupil may be proficient in the mechanical aspect of 'reading words' but requires support to comprehend the language, the pupil would be identified as a 'supported reader' to ensure that further assessment has a focus on developing semantic understanding.

Once a pupil's broader reading level has been identified this will then inform the next steps in our assessment process; a 'reading response analysis'.



## Reading Stage Descriptors

### **Pre-emergent readers' descriptor**

A pre-emergent reader will...

- Not yet be at 'word-meaning' level, therefore relies on objects, photographs and symbols for understanding and meaning.
- Tune in to environmental sounds.
- Begin to discriminate between sounds.
- Recognise some graphemes and will begin to make some discrimination between them.
- Recognise a limited number of functional words by sight- such as their own name.
- Require a multisensory, interactive approach to comprehend stories.
- Join in/ respond to repetitive verse and rhymes.
- Match pictures and symbols to objects and people.
- Give meaning to some environmental signs/text.
- Sequence a simple event/narrative.
- Show engagement in being read to.
- Anticipate favourite stories/ favourite part of a story.

### **Emergent readers' descriptors**

An emergent reader will....

- Recognise the graphophonetic connection between letters and sounds, for example- the reader will know that the grapheme 'A' is a representation of the phoneme /a/.
- Recognise some digraphs/recognise that in some cases, letters 'work together' to make a new sound.
- Begin to blend CVC/CCVC/CCVC words.
- Begin to segment CVC/CCVC/CCVC words.
- Recognise a number of significant high frequency words (the, a, and, said...)
- With support, talk about prominent features of a story, such as events in the narrative and identifying main characters through closed questioning.
- Begin to recognise and join in with repetitive phrases.
- Recognise simple rhyming patterns.
- Answer simple questions about a narrative.

### **Supported readers' descriptor**

A supported reader will....

- Evidence skills in a range of reading strategies (phonics, chunking, visual cues)
- Have good understanding of the graphophonetic relationship of all letters and their sounds, and will be mostly secure with the majority of graphemes and digraphs.
- Recognise a large proportion of high frequency words, and begin to apply this within different contexts.
- Retell the main events or key information in a text.
- Begin to self-correct their reading.
- Stop/pause reading when they realise that the text does not make sense.
- Relate to a characters' actions or feelings.
- Begin to make inferences about a text.
- Begin to make predictions about a text.



## **Proficient reader descriptors**

A proficient reader will...

- All of the above...
- Use a range of reading strategies with relative success.
- Be confident to apply a range of reading strategies to decode unfamiliar words.
- Read for meaning and can evidence this through engaging in open dialogue.
- Be confident in the recognition of all the graphemes and digraphs and the relation to their related phonemes.
- Will apply their graphophonetic knowledge to decode unfamiliar words with no support.
- Reread passages of text that they did not understand.
- Make accurate predictions of narrative after reading the beginning of the story.
- Confidently recognise a range of suffixes and prefixes and apply this in their reading.
- Read words that do not conform to conventional spelling rules.
- Identify when text does not make sense.
- Accurately summarise text/stories.
- Use text to gain information and may record the information to apply elsewhere.
- Take note of punctuation when reading, and will begin to alternate pace and tone as a reflection of this.
- Acknowledge and understand homophones and homographs and apply this to their reading.
- Infer the meaning of unknown words using context from surrounding text.
- Correctly pronounce new words.

## **Fluent Reader descriptors**

When reading for different purposes, the fluent and effective reader will develop and refine different strategies that allow them to:

- Read for others and themselves, with appropriate expression using the syntactic system to convey further meaning.
- Maintain meaning through longer and more complex stretches of text.
- Skim a text quickly to gain an overall impression.
- Skim and scan a section of a text to find a particular item of information.
- Realise that a text does not always mean what it says, understanding the nature of irony, bias and ambiguity and accepting the existence of multiple levels of meaning.
- Read responsively and actively to predict the course of a narrative
- Read analytically in regards to the writer's use of language.
- Read appreciatively, recognising the writer's skill in using ideas, techniques and effects
- Read with an awareness of the writer's viewpoint, distinguishing it from the behaviour and attitudes of a character in a literary text
- Select appropriate sources and read in order to elicit information from a number of texts, identifying key points, collating information, making comparisons and synthesising material from different sources
- Read complex sentence structures fluently and independently.



## **Assessment**

To ensure all of our pupils are appropriately supported but also challenged, we formatively assess pupils' reading abilities using our reading assessment tool. 'Reading Response Analysis' can be utilised across our broader levels of reading ability. The function of our reading assessment tool is:

- To inform the assessor of the prominent strategies that a reader is using.
- To identify any misconceptions or gaps in a pupil's reading ability in order to implement effective interventions.
- To accurately inform a reader's next steps (which will then feed into the pupils' IEPs/Learning objectives).
- To identify the correct level of text that provides adequate challenge or support for the development of pupils' reading abilities.

We will use the same assessment tool, but modify our focus and approach to match the individuals' reading level as detailed below.

For some of our pupils, there are barriers to learning that may affect their engagement, attainment, or ability to demonstrate their reading abilities via the 'Reading Response Assessment' tool, such as; a reluctance to read aloud due to anxieties or low self-esteem; limited attention and engagement levels; and communication difficulties. In these circumstances the assessment of reading requires an alternative approach that is dependent on the individual pupil's needs. This could, for example, take the form of teacher led observations, language and vocabulary assessment, or written assessments which aim to inform the pupils' personalised 'Reading Progression Plans' (RPP).

For our [pre-emergent readers](#) we may use an alternative non-formal observation of the pupil. At this very basic level we would be assessing a pupil's ability to discriminate or tune in to sounds, receptive/expressive language comprehension, and potentially a phonetics awareness assessment. For our non-verbal pupils this will require a teacher-led observational assessment.

For our [emergent readers](#) the reading analysis tool will focus on the primary decoding strategies: phonetics awareness; a reader's known lexicon (word recognition including their ability to apply this within context) and their language comprehension skills through closed, set questions.

For our [supported readers](#) the reading analysis tool will, again, focus on the primary reading strategies but at a higher level and not only considering what the primary strategies a reader is using, but *how* the reader is using the strategies. This will give the assessor an insight into what intervention will most effectively support progress for the individual pupil.

For our [proficient readers](#) the reading analysis tool will have a greater focus on semantic abilities, developing vocabulary, and pupils overall ability to read for meaning, as well as also continuing to identify any gaps within the pupil's word level



reading. Pupils that are 14+ may also be working towards a functional skills qualification in literacy.

For our *fluent readers* the reading analysis tool will, again, primarily focus on a pupil's semantic abilities, but also their syntactic awareness of text. Additionally, a greater focus will be on higher level reading skills such as; inference, prediction and comparative reading.

## Reading Response Analysis

Response Key		
Response	Symbol	Description
Correct response	✓	A tick indicates the correct response of a word or phoneme.
Incorrect response	X	A cross indicates an incorrect response and may be used in conjunction with the other codes below to indicate the type of incorrect response.
No response	---- The candle fire burns bright.	Use a broken line to indicate an obvious inability to read or refusal to attempt a word or phoneme.
Informed/told response	<u>I</u> The candle <u>fire</u> burns bright.	Underline the words/phoneme and use a 'T' to indicate that an adult informed the pupil of a word.
Attempted response	<u>A</u> f-r- The candle fire burns bright.	Write any attempted responses of a word/phoneme above the word and mark with an 'A' (underline or circle the A to ensure this is not confused with the pupil's attempt)
Substitution	<u>Flame</u> The candle fire burns bright.	Write the substituted word or phoneme above the appropriate part of the text.
Insertion	man The candle fire <u>^</u> burns bright.	Indicate an insertion of an extra word/phoneme by using an insertion sign (^) and writing the word above.
Omission	The candle <u>(fire)</u> burns bright.	Circle the word, part of word or phoneme that is missing.
Repetition	<u>R</u> The candle <u>fire</u> burns bright.	Underline the repeated words/phoneme and use an 'R' to indicate repetition.





<p style="text-align: center;"><b>A</b> Insertion</p>	<ul style="list-style-type: none"> <li>- The reader may insert a word in an attempt to make it semantically acceptable to him/herself, which suggests that the reader may not be reading for meaning.</li> <li>- The reader could be drawing on previous experience/context to predict what word may follow- for example, assuming 'flame' will follow the word 'burning'.</li> <li>-If the insertions are additional endings e.g. full(y) (syntactic errors), it can sometimes alter the meaning of the text; if this goes unnoticed by the reader it would suggest that the reader may not be reading for meaning (semantic misconception).</li> </ul>
<p style="text-align: center;">Omission</p> <p style="text-align: center;">Omission (cont.)</p>	<ul style="list-style-type: none"> <li>- If the omission is of small regular words it may be ignored if the meaning is not compromised. Nonetheless, a word like 'not' being left out could alter the meaning; if this goes unnoticed by the reader it would suggest that the reader may not be reading for meaning (semantic misconception).</li> <li>-Reading a little too quickly may again be the cause, or weak sight word vocabulary (lexicon).</li> <li>-If lines are omitted it may show poor eye tracking skills. It is worth noting where words are left out e.g. at the ends of lines, around the middle parts of the text or before a difficult word.</li> <li>-The learner is unwilling to hazard a guess so is probably not using context to help.</li> <li>-This is an anxious reader unwilling to 'fail'.</li> </ul>
<p style="text-align: center;"><b>R</b> <u>Repetition</u></p>	<ul style="list-style-type: none"> <li>- Frequent repetitions show the pupil is searching for and consolidating meaning – this is what a good reader does. If repetition is too frequent it may mean that the text is too hard and the flow is interrupted at the expense of comprehension.</li> <li>-It is worth looking to see if the repetitions come before a tricky word. If they do, the learner may be 'buying some time' to prepare to decode the word.</li> </ul>
<p style="text-align: center;"><u>2<sup>nd</sup> SC</u> <u>Self-Correction/</u> <u>Mis correction</u></p>	<ul style="list-style-type: none"> <li>- Accurate corrections shows the reader is aware of the meaning. If the corrections are quite frequent then the learner may be reading a little too fast and is drawn visually to the shape of the words before applying meaning.</li> <li>-Too much overcorrecting, even on words that do not alter the meaning, may ultimately affect the learner's understanding of the text.</li> <li>-A pupil who does not see her/himself as a good reader may miscorrect accurate reading.</li> <li>- It is also important to record the incorrect response of the first attempt as this may provide an insight into the strategies a reader may use.</li> </ul>
<p style="text-align: center;">//Hesitation</p>	<ul style="list-style-type: none"> <li>- A reader who does not think of himself as a good reader may be hesitant.</li> <li>- Weak grapho-phonetic skills may force the hesitations.</li> <li>-A reader may have poor word attack skills.</li> <li>-The text may be too hard, especially if there are multiple hesitations which may impact on the fluency of reading.</li> <li>-Observe where the hesitations occur – if it is always before a tricky/unknown word, the learner is aware of what is to come and is already preparing for it.</li> </ul>



	-If the hesitation is at the end/start of a new line it may indicate that the learner is not tracking the text as smoothly as they might.
<b>RV</b> Reversal	<p>- Reversal of words/phonemes in a sentence/word may have little detrimental effect on the overall meaning of the text and need not cause too much concern.</p> <p>-Reversals, however, may have an effect on the grammar and lead the learner to compensate for the altered order of thoughts, for example altering verb endings of words.</p> <p>-Reversal within a single word itself, for example, 'was' for 'saw' may have little effect on the meaning, but sometimes it can (e.g. on for no). This kind of reversal often happens with small high frequency words.</p> <p>-Reversal may also relate to difficulties with visual processing.</p>
Refusal	- A pupil may refuse to engage or partake in reading on a whole which could outline a number of indications, such as lack of confidence, low self-esteem and a fear to 'fail'.

## How this looks in practice...

**History Hackers and the Viking Adventure**

As Charlie fell out of the air, he thought he could smell burning. When Tilda fell through the portal, Charlie asked "Where are we? The Great Fire of London?"

"I don't know, replied Tilda. "Wait a minute, this is the Viking-Saxon era, I'm doing it at school. This is probably a raid."

She was right. Screaming came from the burning village and burly men in chainmail led some frightened-looking monks, dragging them along with rusty iron chains. Suddenly, a very familiar-looking mink ran quickly up the hill that the children were standing on.

"You don't look like a Saxon to me," said the monk. In fact, you look like..." His words disappeared into the roar of an angry Viking Warrior.

### Example 1: Pupil A

The response analysis assessment of pupil 'A' identifies that the pupil uses word recognition as a primary strategy to read or attempt to read words. It also suggests that pupil 'A' is attempting to use phonics to decode unfamiliar words, and though he has a good understanding of grapho-phonetic relationships, he will then rely on his lexicon of known words to 'guess' the unfamiliar word. Such is the case with words beginning with the digraph /ch/, for example. The reader here is using his knowledge of grapho-phonetic relationships to initially recognise the /ch/ sound and instead of continuing to decode the word phonetically, he searching his known lexicon for

a word that he knows and is confident with that begins with /ch/. In this case the reader is making a substitution for the word 'child' or 'children' (which is also a common high frequency word). There is also evidence here that pupil A is not yet reading for meaning and requires further input to develop his language comprehension skills as, again, the pupil is making substitutions of words he is unfamiliar with, with graphically similar words (monkey/monk, screaming/stream, Charlie/child, burley/burning) which have a detrimental impact on the meaning of the text. In some instances, the substitution is contextual at word



level – such as in line 5 of the text, 'Pupil A' substitutes the unknown word 'village' for 'flame' which is not a grapho-phonetically similar word, though the reader is associating the word 'burning' with the word 'flame' which at a word level is semantically reasonable- however in the context of the sentence and text as a whole, it is not a reasonable substitution. In conclusion there are a number of action points that can be drawn from this assessment;

1. The pupil predominantly relies on word recognition as a reading strategy and further applies this to unknown words through 'chunking' of groups of familiar letters and is then comparing this with words within his known lexicon and using a 'best fit'. Therefore, Pupil A will require input into decoding, segmenting, and blending longer unfamiliar words, and further input in to prefixes and suffixes.
2. The assessment suggests that the pupil is not reading this text for meaning- this could suggest that the content is too difficult. It has been calculated that the pupil only read 74% of the text accurately, which indicates a challenging text. Additionally, it is evident that the pupil requires further input into developing his language comprehension at sentence level- this can be achieved through targeted questioning on a variety of less challenging text.

## Next steps...

After the assessment, the **Class Teacher** and **Literacy Coordinator** will meet to develop a personalised *Reading Progression Plan* (See below) that can then be implemented by the pupil's class team. The *Reading Progression Plan* outlines how the reader utilises the primary reading strategies, and from this sets SMART learning objectives for the learner, then indicates what provision the class team needs to implement to support the pupil to meet their learning objectives. It may also indicate a specific intervention that may be required from identified gaps in a pupil's reading ability. This will then on a half termly basis inform our summative B squared data.

A pupil's reading progression plan will be reviewed at a minimum of a termly basis to ensure that the small steps that are identified on the plan are an up-to-date reflection of the pupil's reading ability.

See below for proforma:



Reading Progression

Plan

<b>Name:</b>	<b>Class:</b>	<b>Term:</b>
<b>Assessment:</b>		<b>Assessment Date:</b> <b>Review Date:</b>
<b>Observations from analysis:</b>		
<b>Actions to support progression (Staff actions):</b>		<b>Reading action points:</b>
<b>Next steps:</b>		
<b>Method/intervention:</b>		
<b>Outcome: (post review) :</b>		

Links with other policies:

Literacy Policy, Curriculum Policy, Assessment Policy

<b>Policy Created on</b>	<b>Created by:</b>	<b>Review date:</b>
20/09/2019	Jordan Bool, Assistant Headteacher & Literacy Coordinator	September 2020

