



Rawdon St. Peter's

CHURCH OF ENGLAND PRIMARY SCHOOL

Unlocking every child's potential.

Strategy for Reading

**Reading must be taught - learning the skills of reading
does not just happen.**

Intent

At Rawdon St. Peter's C.E. Primary we aim to teach the skills of reading and a love of reading so that children

- develop enjoyment and pleasure in reading
- respond to what they read
- become curious learners who read confidently and independently
- understand the meaning of what is read to them and what they read
- can access, understand and begin to manage information
- are able to access all areas of the curriculum

The teaching objectives for reading cover three key areas:

1. Word reading – phonics and understanding the meaning of new words
2. Comprehension – understanding what they read
3. Comprehension – developing pleasure in reading

Implementation

By the end of Foundation Stage, we expect children to :

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

In Reception, we achieve this by :

- children being secure to at least Phase 4 in phonics
- daily Essential Letters and Sounds phonics lessons being delivered to all children
- daily intervention taking place for targeted children
- all children take part in group reading four times a week (see Appendix A)
- creating an environment and ethos in the classroom that supports children with a love of reading

By the end of KS1, we expect children to :

- read accurately most words of two or more syllables
- read most words containing common suffixes
- read most common exception words

In age-appropriate books,

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently,

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

We achieve this by:

- Teaching a daily 20-minutes Essential Letters and Sounds phonics lesson in Y1
 - Some children, who are working at a very low level, receiving targeted phonics intervention before or after the phonics session
 - Giving Y1 children practice phonics screening checks at the end of every half term to build confidence and stamina, and keep track of their progress towards passing the phonics screening check in June (also applicable to targeted Y2 children)
 - Children taking home ability-appropriate books to read with parents and parents being given the opportunity to comment in a reading record book
 - Teaching reading skills at the beginning of the English unit when children are being immersed in the text
 - Teaching three whole class reading skills lessons a week in a teach and model/practice/apply structure focusing on vocabulary, retrieval and inference in progression across the three lessons
 - Word reading taking place at the beginning of every reading skills lesson to develop prosody
 - Using the progression in reading document to identify objectives
 - Using the reading question stems to develop focused questions around vocabulary, retrieval and inference
 - As well as teaching children reading skills, teachers regularly modelling how to use reading skills so that reading is taught on a teach and model/practice/apply basis.
 - Giving children the opportunity to write answers to questions within the reading skills lessons
 - Every three weeks, assessing the children on an unfamiliar text using the question stems taught in the previous two weeks
 - Using NfER and previous Y2 SATS papers to track children's progress
- N.B. Y1 children to take part in the reading skills lessons when they are ready**

- Having a daily story time where teachers and children enjoy the class novel

and related satellite texts together.

- Having a termly story time session where parents visit the school and read with children
- Creating an environment and ethos in the classroom that supports children with a love of reading – each classroom has a reading area that is visually pleasing, exciting, cosy, and is well stocked with a wide range of reading and there are also inviting ‘reading nooks’ around school

By the end of KS2 we expect children to be confident in answering questions linked to the KS2 content domains –

2a	Give / explain the meaning of words in context
2b	Retrieve and record information / identify key details from fiction and non-fiction
2c	Summarise main ideas from more than one paragraph
2d	Make inferences from the text / explain and justify inferences with evidence from the text
2e	Predict what might happen from details stated and implied
2f	Identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	Identify / explain how meaning is enhanced through choice of words and phrases
2h	Make comparisons within the text

We achieve this in Lower KS2 by -

- Some children, who are working at a very low level, receiving targeted phonics teaching in the whole class reading lessons
- Some targeted children receiving phonics intervention three times a week in curriculum time
- Children taking home ability-appropriate books to read with parents and parents being given the opportunity to comment in a reading record book
- Teaching reading skills at the beginning of the English unit when children are being immersed in the text
- Teaching three whole class reading skills lessons a week in a teach and model/practice/apply structure focusing on vocabulary, retrieval and inference in progression across the three lessons
- Word reading taking place at the beginning of every reading skills lesson to develop prosody
- Using the progression in reading document to identify objectives

- Using the reading question stems to develop focused questions around vocabulary, retrieval and inference
- As well as teaching children reading skills, teachers regularly modelling how to use reading skills so that reading is taught on a teach and model/practice/apply basis.
- Giving children the opportunity to write answers to questions within the reading skills lessons
- Having a daily story time where teachers and children enjoy the class novel and related satellite texts together.
- Having a termly story time session where parents visit the school and read with children
- Creating an environment and ethos in the classroom that supports children with a love of reading – each classroom has a reading area that is visually pleasing, exciting, cosy and is well stocked with a wide range of reading and there are also inviting ‘reading nooks’ around school
- Teaching reading skills at the beginning of the English unit when children are being immersed in the text
- Teaching three whole class reading skills lessons a week in a teach and model/practice/apply structure focusing on vocabulary, retrieval and inference in progression across the three lessons
- Word reading taking place at the beginning of every reading skills lesson to develop prosody
- Using the progression in reading document to identify objectives
- Using the reading question stems to develop focused questions around vocabulary, retrieval and inference
- As well as teaching children reading skills, teachers regularly modelling how to use reading skills so that reading is taught on a teach and model/practice/apply basis.
- Giving children the opportunity to write answers to questions within the reading skills lessons
- Every three weeks, assessing the children on an unfamiliar text using the question stems taught in the previous two weeks
- Using NFER to track children’s progress
- Having a daily story time where teachers and children enjoy the class novel

and related satellite texts together.

- Having a termly story time session where parents visit the school and read with children
- Creating an environment and ethos in the classroom that supports children with a love of reading – each classroom has a reading area that is visually pleasing, exciting, cosy, and is well stocked with a wide range of reading and there are also inviting ‘reading nooks’ around school

We achieve this in Upper KS2 by :

- Some children, who are working at a very low level, receiving targeted phonics/spelling strategies teaching in the whole class reading lessons
- Children taking home ability-appropriate books to read with parents and parents being given the opportunity to comment in a reading record book
- Teaching reading skills at the beginning of the English unit when children are being immersed in the text
- Teaching three whole class reading skills lessons a week in a teach and model/practice/apply structure focusing on vocabulary, retrieval and inference in progression across the three lessons
- Word reading taking place at the beginning of every reading skills lesson to develop prosody
- Using the progression in reading document to identify objectives
- Using the reading question stems to develop focused questions around vocabulary, retrieval and inference
- As well as teaching children reading skills, teachers regularly modelling how to use reading skills so that reading is taught on a teach and model/practice/apply basis.
- Giving children the opportunity to write answers to questions within the reading skills lessons
- Every three weeks, assessing the children on an unfamiliar text using the question stems taught in the previous two weeks
- Using NfER (SATS for Y6) to track children’s progress
- Having a daily story time where teachers and children enjoy the class novel and related satellite texts together.
- Having a termly story time session where parents visit the school and read with children

- Creating an environment and ethos in the classroom that supports children with a love of reading – each classroom has a reading area that is visually pleasing, exciting, cosy, and is well stocked with a wide range of reading and there are also inviting ‘reading nooks’ around school

Planning reading skills lessons -

- Give children the opportunity to respond to their reading
- Choose an objective from the reading progression document
- Select one or more **questions stems** linked to the objective
- Plan to read your text aloud - might be adult led, pairs, groups, individual.
- Plan to **teach** children the skills needed to answer the questions, to include **modelling** and sharing thought processes about how to approach the question and modelling how to answer the question in writing
- Give children the opportunity to **practise** answering these questions - may be verbally, written (short form Y3 – Y6), group work, paired work etc.
- Children **apply** their learning by answering a similar type of question in writing

Differentiation

For children working below the year group

- Use question stems to match the year group at which they are working
- In KS1 and lower KS2, consider modifying the text to match the year group at which children are working
- Consider giving a shorter extract of text

For children working above the year group

- Use question stems from the year group above, and in Y2 and Y6 use the greater depth question stems
- Plan extra challenges for higher ability children, such as summarising challenges, thinking of their own questions linked to the question stems and using vocabulary in different contexts?

Individual Reading

In Reception, KS1 and Y3, individual reading must be regarded as a way of developing decoding, fluency and intonation and must be clearly focussed on the needs of the child.

In **Key Stage Two** individual reading must be used for children to develop their fluency and intonation.

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Children who are not heard at home and are working significantly below year group expectations: consider daily	Children who are not heard at home and are working significantly below year group expectations; consider daily	Children who are not heard at home and are working significantly below year group expectations; consider daily
Children who are not on track for year group expectations (WTS or BLW): <i>at least 3 times a week</i>	Children who are not on track for year group expectations (WTS or BLW): <i>at least twice a week</i>	Children who are not on track for year group expectations (WTS or BLW): <i>at least once a week</i>
Children who are on track for year group expectations (EXS): <i>twice per week</i>	Children who are on track for year group expectations (EXS): <i>at least once per week</i>	Children who are on track for year group expectations (EXS): <i>at least once per fortnight</i>
Children working beyond year group expectations: <i>at least once per week</i>	Children working beyond year group expectations: <i>at least once per fortnight</i>	Children working beyond year group expectations: <i>at least once per half term</i>

Impact

Assessment of reading

Children to be assessed in reading using the objectives from the National Curriculum.

Assessment evidence can come from a range of sources:

- Phonics books (Y1), big books in Y1 (when appropriate) and Y2
- Reading skills books in KS2 - marking of these books to be an acknowledgement that the teacher has seen the work and given appropriate verbal feedback
- Information from the above books can then be fed into assessment information
- Children in Reception and Y1 are assessed using the Essential Letters and Sounds assessment materials and practice phonics screening checks
- Using Cracking Comprehension every three weeks, NfER reading tests every half term and past SATs papers in Y2 (when appropriate) and Y6 to track

- progress towards passing the end-of-KS1 and end-of-KS2 reading tests
- Video exemplification may be used to show children who are on track at the end of each term/year

Arrangements for the moderation of reading

- The assessment of reading and the use of evidence to support assessment judgements is moderated at the end of each term by the Reading Lead who looks at all the assessment evidence outlined above and listens to a sample of children reading across the school, asking them questions about their books and discussing reading habits

Arrangements for the monitoring of reading

The Reading Lead:

- monitors the reading skills exercise books to ensure that they are being used correctly and regularly
- monitors the teaching of phonics and reading once a term through pupil interviews and reading records
- monitors pupil progress in phonics and reading across the school each term by analysing pupil data
- visits classrooms regularly to ensure that attractive and stimulating reading environments are maintained

Appendix A

Methods of whole-class reading:

- **Choral Reading (Paige, 2011):** teacher and class read a passage aloud together – teacher models the correct prosody.
- **Partner Reading:** pairs of students alternate reading aloud, switching each time there's a new paragraph, or alternatively they can read each section at the same time.
- **PALS (Peer-Assisted Learning Strategies) (Institute of Education Sciences, 2012):** children in pairs (one strong reader, one weak reader) taking it in turns to read, re-read and retell the text.
- **Silent Reading:** With added scaffolding, silent individual reading can be front-loaded with vocabulary instruction, a plot overview, anticipation guides (Duffelmeyer, 1994) or KWL activity.
- **Teacher Read Aloud:** teacher acts as the expert in reading the text and models how a skilled reader reads using appropriate pacing and prosody (Adams, 2012).
- **Echo Reading:** teacher reads a paragraph then children echo back what the teacher reads, mimicking his or her pacing and inflections.
- **Buddy Reading:** children practice orally reading a text in preparation for reading to an assigned buddy or to the class.
- **Timed Repeated Readings (Hilden and Jones, 2012):** teacher models reading the passage accurately with expression; children then practice reading the passage silently; next, the students read the passage aloud whilst maintaining the appropriate expression, this will be timed and recorded; children can then monitor their progress.
- **Children reading a line each**
- **Children read a sentence each**
- **Children read to the next punctuation mark**
- **Popcorn reading :** children stand up and read and shout out another child's name when they've read enough, then the next child stands up . . .