

West Croft School



Reading

Curriculum Intent

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Reading lies at the heart of the curriculum at West Croft.

Our school strives to create a **passionate reading community** and we are dedicated to enabling our pupils to become **lifelong readers**.

We believe that the **key to children's success is their ability to read** and that **reading feeds children's imagination** and **unlocks the joy and wonder for curious young minds**.

We aim to ensure that every child is given the tools to become an **enthusiastic, confident and competent** reader by providing a **literacy rich environment, high quality texts** and **inspiring reading opportunities**.

It is our intent that a reader from West Croft School will:

- Apply a knowledge of structured synthetic phonics in order to decode unfamiliar words with increasing accuracy and speed
- Read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live
- Increase knowledge across the curriculum and develop their comprehension skills
- Develop a good linguistic knowledge of vocabulary and grammar
- Read accurately, fluently and with understanding
- Be able to read with expression, clarity and confidence
- Gain a life-long enjoyment of reading and books

The programmes of study for reading at Key Stages 1 and 2 consist of 2 dimensions:



- **word reading**
- **comprehension (both listening and reading)**

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.



Reading for pleasure

Intent	<ul style="list-style-type: none"> • Create a reading culture where children are exposed to a range of high-quality texts in a variety of contexts and have opportunities to browse literature, as well as structure reading activities • To build preferences in reading and to choose to read • To recognise authors and styles of reading that individuals enjoy • Engaging in book discussion in a range of contexts, alongside both adults and peers • Sharing and recommending a range of books
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Implementation	All reading contexts below contribute to the implementation of this.
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Phonics

Intent	By the end of Nursery	By the end of Reception	By the end of Year 1	By the end of Year 2
	<ul style="list-style-type: none"> • Children secure in Phase 1 and more able children moving into Phase 2. 	<ul style="list-style-type: none"> • Children secure in Phase 3 with more able children moving into Phase 4 	<ul style="list-style-type: none"> • Children secure in Phase 5 and alternate graphemes. • Match all 40+ graphemes to their phonemes • Blend sounds in unfamiliar words 	<ul style="list-style-type: none"> • Recognise and read alternative sounds for graphemes • Children secure in Phase 6

Implementation	<p>West Croft follow the 'Letters and Sounds' sequence for teaching sounds.</p> <p><u>FS/Rec</u></p> <ul style="list-style-type: none"> • Teaching phonics Phase 1 of the Letters and Sounds program is primarily taught in Nursery. Aspects of the program are integrated into all areas of learning through a language-rich provision. • Daily direct, focused phonics sessions are taught in Reception (phases 2 and 3) and Year 1 (phases 4 and 5). <p><u>Year 1/2</u></p> <ul style="list-style-type: none"> • Daily direct, focused phonics sessions are taught in Year 1/2 (phases 4 and 5). • Children take home reading books matched to their current phonics levels to ensure they can access what they are reading. Phonically decodable books are the basis of children's individual and guided reading experiences. • Phonics workshops are offered throughout the year to ensure parents know how to best support their child at home. We have an emphasis on handwriting during the phonics session to ensure letter formation is developed from an early age. • Teachers and teaching assistants provide extra practice throughout the day for the children who make the slowest progress. Second session of phonics and precision teaching ensure that children make the progress that is required. • Teachers track children's progress termly which is reviewed by the Phonics Lead.
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Early Reading Strategy



Use an effective SSP programme and teach it from the beginning of YR.	We use Letters and Sounds progression with Read Write Inc Phonic rhymes used to introduce the sounds. Phase 1 starts in nursery and Phase 2 starts in Reception.
Allow sufficient time to teach phonics and reading.	Phonics and early reading is given most prominence in our curriculum and is embedded in continuous provision
Ensure staff (who teach phonics/reading) have the appropriate expertise. Staff have received phonics training.	All EYFS staff have the appropriate expertise and Year 1 staff have received training. There are currently new teachers though that will need further guidance.
Teach with fidelity to the phonics programme.	Only the Letters and Sounds progression is used and a consistent lesson structure is adopted in every class.
Identify clear expectations of phonics progress term by term from YR to Y2 and track pupils' progress in phonics and reading in relation to this.	The Year 1 phonics programme is mapped out term by term. Assessments are used alongside to re-shape as necessary. Year 2 programme will be based on what children need to support their phonics Reception usually start with phase 2 after the first 2 weeks of settling in and run phase 1 alongside so that we can get started straight away. Phase 3 is started before Christmas also, up to digraphs ch, sh, th, ng. This enables us to really focus on the harder digraphs for the next two terms whilst adding phase 4 words. We re-visit these sounds over and over for both reading and writing. Assessments are done half termly for all year groups so gaps in learning can be planned in. Parents are also informed of gaps in learning and P teach grids are sent home for support.
Assess pupils' progress in enough detail and frequently enough to identify those pupils who are falling behind (Lowest 20%).	Assessments are every half term. These highlight any missing sounds the children still have. Phonics screenings are also done so we can keep track of who is on track to pass and who needs intervention A diagnostic screening is done at the beginning to see where support is needed E.G can segment but not blend, can't segment, no phase 5 sounds known etc... Parents are told of the sounds their child still needs to learn
Identify those falling behind quickly (Lowest 20%).	Lowest 20% always known and supported Reception: Children go out during phonics to concentrate on segmenting and blending P teach each day Extra phase 1 phonics Extra active segmenting and blending intervention
Provide targeted support for those pupils who fall behind	Many children on P Teach Extra activities sent home
Maintain sufficient pace in phonics lessons (including for those children who are receiving extra support)	Lessons are pacy and engaging and follow a similar structure daily
Establish a system for reading and re-reading books that match the GPCs children know; both at school and at home and ensure parents are clear about the expectations.	The guided reading books are sent home each day so they read it at home and at school to aid fluency and comprehension. Helping to increase word recognition.
Provide decodable reading books organised in the sequence of the SSP programme (building grapheme-phoneme correspondences cumulatively)	All guided reading books were audited. All have been re-branded. No more colour banding. All re-organised into phonics phases with targeted graphemes highlighted on the front. Lists are displayed for all teachers to see which books target which graphemes Phase 2 set 1 to phase 5 set 5
Choose stories, poems, rhymes and non-fiction to develop vocabulary and language comprehension and a love of reading.	A wide variety of texts are chosen in Reception for both reading for pleasure and for learning. Vocabulary is picked out of the books to look at further and games are played. Vocabulary is high on our agenda and the use of stories and storytelling is a key focus.



At West Croft we recognise that the programmes of study for reading at Key Stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

We focus teaching on developing pupils' competence in both dimensions and recognise that different kinds of teaching are needed for each.

Independent reading / home school reading

We understand that skilled word reading involves both decoding and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why we have a strong emphasis on phonics in the early teaching of reading to beginners (i.e., unskilled readers) when they start school followed by a robust approach to independent reading in each year group;

To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in National Curriculum)

Intent	By the end of Nursery	By the end of Reception	By the end of Year 1	By the end of Year 2	By the end of Year 3/4	By the end of Year 5/6
		Independently reading phonically decodable books matched to their phonic knowledge and skills	Independently reading phonically decodable books matched to their phonic knowledge and skills	Reading age-appropriate books Increasing stamina	Choosing appropriate texts Reading for sustained periods of time Increasing the length and complexity of texts being read Read short novels independently with understanding (by end of Y4)	Reading age-appropriate books, including whole novels Widening the range and challenge of books they read, including texts from a wider literary heritage

Implementation	<p><u>FS/Y1</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Decodable books selected based on link to Letters and Sounds phases <input type="checkbox"/> Books selected by adult in class <input type="checkbox"/> Books changed frequently to match the needs of the children <input type="checkbox"/> Opportunity to take home a book to share for pleasure in addition to decodable text <p><u>Years 3-6</u> <u>Accelerated Reader</u></p> <p>A Star Reading Test will determine the pupils' zone of proximal development (ZPD) - the range of books that can be accessed by the pupil. Pupils must be given the full choice of books from their ZPD.</p> <p>Each pupil has a ZPD bookmark which will help inform their book choice along with the outcome of their recent book quizzes. Teachers and TAs also need to teach and support pupils to do this.</p> <p>Pupils only move to a new ZPD following half termly Star Reader Tests.</p> <p>Progress through AR / the frequency children are reading at home is tracked and celebrated in class and during celebration assemblies.</p> <p>Priority Readers are identified by the teacher as children who are not meeting expectations for their year group and who require 1:1 support to make the required progress.</p>
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Skills Progression in Word Reading (NC)



By the end of Year 1	By the end of Year 2	By the end of Year 3/4	By the end of Year 5/6
<ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • reread these books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • reread these books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1 , both to read aloud and to understand the meaning of new words that they meet
<p>Pupils should revise and consolidate the GPCs and the common exception words taught in reception year. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on to the year 2 programme of study for word reading.</p> <p>The number, order and choice of exception words taught will vary according to the phonics programme being used. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later.</p> <p>Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teachers to explain the meaning and thus develop pupils' vocabulary.</p> <p>Pupils should be taught how to read words with suffixes by being helped to build on the root words that they can read already. Pupils' reading and rereading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when pupils come to read longer books.</p>	<p>Pupils should revise and consolidate the GPCs and the common exception words taught in year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the year 2 GPCs accurately and speedily, they should move on to the years 3 and 4 programme of study for word reading.</p> <p>When pupils are taught how to read longer words, they should be shown syllable boundaries and how to read each syllable separately before they combine them to read the word.</p> <p>Pupils should be taught how to read suffixes by building on the root words that they have already learnt. The whole suffix should be taught as well as the letters that make it up.</p> <p>Pupils who are still at the early stages of learning to read should have ample practice in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly. Pupils should have opportunities to exercise choice in selecting books and be taught how to do so.</p>	<p>At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.</p> <p>When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print</p>	<p>At this stage, there should be no need for further direct teaching of word-reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.</p> <p>Pupils should be encouraged to work out any unfamiliar word. They should focus on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.</p> <p>When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.</p>



Guided Reading

We aim to develop comprehension skills through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. The goal of our guided reading experiences is not to teach a selected book, but to teach pupils reading strategies they can apply to all books and to help our pupils use reading strategies whilst reading for meaning independently.

Our guided reading book selection teaches texts that are ambitious for children and that they may not be able to tackle alone. By reading as a group, children are able to develop a deeper understanding of more challenging texts through a skilled approach.

Intent	To teach the comprehension and decoding skills required to achieve age related expectations (as detailed in National Curriculum)
Implementation	<p>FS / Year 1 – Guided Reading Approach</p> <p>Small-group reading A critical component of guided reading is text selection; it must be purposeful and have the needs of the learners in mind. Books must be phonically matched to the ability of the learner. The guided reading book doubles as the home school reader, giving children an opportunity to explore the book several times at both a decoding and comprehending level.</p> <p>Step One Determine your objective for the lesson <u>Skills and strategies used during guided reading:</u></p> <ul style="list-style-type: none">· Reading and recognising sight words· Using picture cues· Tracking print left to right· Making predictions· Activating prior knowledge· Identifying story elements· Retelling· Sequencing· Phonemic awareness· Recognising concepts of print <p>Step Two Select reading materials that match the level of your reading groups.</p> <p>Step Three Plan before-reading, during-reading, and after-reading activities.</p> <p style="text-align: center;"><u>Before-Reading</u></p> <p>Build Background — Look at the cover of the book and ask your pupils what they think the book will be about. Predicting is a great way to set the purpose for reading. During this time use the cover of the book to guide pupils in making connections to their own experiences and previous reading.</p> <p>Picture Walk — During the picture walk guide pupils through the text, allowing them to discuss what they see in the pictures. Also discuss and review high frequency words or any vocabulary words you want to focus on.</p> <p style="text-align: center;"><u>During-Reading</u></p> <p>During Reading: The pupils will read independently within the group. As pupils read, the teacher will monitor student decoding and comprehension. The teacher may ask pupils if something makes sense, encourage pupils to try something again, or prompt them to use a strategy. The teacher makes observational notes about the strategy use of individual readers and may also take a short running record of the child's reading. The pupils may read the whole text or a part of the text silently or softly for beginning readers.</p>



Implementation

After-Reading

After reading the text, do a short mini-lesson with pupils. This is the time to focus on the strategies and/or skills you've selected for the lesson.

Year 2-6

- Children take part in daily Guided Reading sessions which are a mixture of whole class and guided group tasks.
- During dedicated Guided Reading time (20-25 minutes daily) children also have opportunity to select texts from a topic themes box and read their own AR/phonically decodable reading books.
- ReThink reading sequences form the foundations of Guided Reading sessions from Year 2-6. Skills are mapped and sequenced and text choice ensures coverage as set out in the National Curriculum for Reading.
- Texts are mapped in each year group and link to the wider curriculum where possible.
- Other high quality texts supplement guided reading experiences
- Reciprocal reading** skills form the basis of the ReThink reading sequence;
 - **Predicting**
 - **Summarising**
 - **Questioning**
 - **Clarification**

Teachers questioning

There are 3 main types of questioning to be used for whole class reading; literal, inference and evaluative.

- Literal:** A question that can be answered directly from the text. The answer is already there
- Inferential:** A question that cannot be answered straight from the text. You will need to think about it and read over the text to see. The text only tells you hints and clues.
- Evaluative:** Evaluative questions are very similar to Inferential Questions. However, Evaluative sort of sums up the text and ask you to judge something of the text such as; the meaning, truth, answer, opinion and etc.
- Additional texts focus on the 100 people that children learn about before they leave West Croft and are additional units of Guided Reading mapped across the school.
- Guided Reading units from Oddizzi link to our geography curriculum and provide a framework for some weeks

Skills Progression in Comprehension (NC)



By the end of Year 1	By the end of Year 2	By the end of Year 3/4	By the end of Year 5/6
<ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • discussing the sequence of events in books and how items of information are related • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • being introduced to non-fiction books that are structured in different ways • recognising simple recurring literary language in stories and poetry • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • understand both the books that they can already read accurately and fluently and those that they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> • develop positive attitudes to reading, and an understanding of what they read, by: • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] • understand what they read, in books they can read independently, by: • checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than 1 paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • 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 	<ul style="list-style-type: none"> • maintain positive attitudes to reading and an understanding of what they read by: • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • understand what they read by: • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views

Guidance Progression in Comprehension (NC)



By the end of Year 1	By the end of Year 2	By the end of Year 3/4	By the end of Year 5/6
<p>Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently.</p> <p>Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases pupils' chances of understanding when they read by themselves. The meaning of some new words should be introduced to pupils before they start to read on their own, so that these unknown words do not hold up their comprehension.</p> <p>However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, thus contributing to developing their early skills of inference. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Pupils should be shown some of the processes for finding out information.</p> <p>Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures. In due course, they will be able to draw on such grammar in their own writing.</p> <p>Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others.</p> <p>Role play can help pupils to identify with and explore characters and to try out the language they have listened to.</p>	<p>Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding (for example, by reading 'place' instead of 'palace').</p> <p>Pupils should monitor what they read, checking that the word they have decoded fits in with what else they have read and makes sense in the context of what they already know about the topic.</p> <p>The meaning of new words should be explained to pupils within the context of what they are reading, and they should be encouraged to use morphology (such as prefixes) to work out unknown words.</p> <p>Pupils should learn about cause and effect in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to pupils may help them to understand what skilled readers do.</p> <p>Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.</p> <p>Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.</p> <p>Role play and other drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to.</p>	<p>The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.</p> <p>Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.</p> <p>They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).</p> <p>Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.</p> <p>Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this.</p> <p>Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.</p> <p>In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.</p> <p>Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.</p>	<p>Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.</p> <p>The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing.</p> <p>Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than 1 text.</p> <p>They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.</p> <p>Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.</p> <p>In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.</p> <p>The skills of information retrieval that are taught should be applied, for example in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information [for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review]. Teachers should consider making use of any library services and expertise to support this.</p> <p>Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.</p> <p>Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.</p>



Shared reading as part of a teaching sequence

Intent Exposing children to high-quality text models in a variety of text types, as inspiration for writing at a higher level than the children can access independently.

Implementation

EYFS Approach

Big Book whole class sessions provide opportunities to develop comprehension within the following 4 key elements (skills required to develop the **Reciprocal Reading** approach)

- Predicting**
- Summarising**
- Questioning**
- Clarification**

Teachers questioning

There are 3 main types of questioning to be used for whole class reading; literal, inference and evaluative.

Literal: A question that can be answered directly from the text. The answer is already there.

Inferential: A question that cannot be answered straight from the text. You will need to think about it and read over the text to see. The text only tells you hints and clues.

Evaluative: Evaluative questions are very similar to Inferential Questions. However, Evaluative sort of sums up the text and ask you to judge something of the text such as; the meaning, truth, answer, opinion and etc.

From years 2-6, Babcock Teaching Sequences support the structure of the writing process.
The first week of each teaching sequence consists of:

- sharing the text
- providing opportunities to respond to the text
- providing opportunities to map and learn the text
- exploring text structure summarise text features (reading objectives identified on sequence planning)

Texts are mapped out across the school to ensure that there is a clear progression of skills being taught and that suitable age-related texts support the teaching of the writing. These texts are high quality and are often ambitious in their composition to support the development of more complex sentence structure.

Core texts to support reading to learn across the curriculum

At West Croft School we use a book-based approach to underpin our curriculum. These high-quality texts underpin the curriculum in each of the projects and in science from FS right through to year 6.

Intent	By the end of FS / Year 1	By the end of Year 2	By the end of Year 3/4	By the end of Year 5/6
	Listen to and discuss information books, other non-fiction and related narrative/poetry texts to establish the foundations for their learning in other subjects	Listen to, discuss and read independently, texts which develop their knowledge across the wider curriculum	Listen to and read a wide variety of texts to find out information and develop knowledge across the wider curriculum.	The skills of information retrieval should be applied in reading textbooks from across the curriculum and in contexts where pupils are genuinely motivated to find out information.

Implementation

West Croft Book Based Approach

Project work in the wider curriculum is taught through stories and texts which are mapped across the curriculum areas to support learning.

Learning starts with a book! e.g. Year 3 D&T is Can I design and make a set of clothes for Ug? Linked to the Stone Age and this is introduced by reading Ug by Raymond Briggs.

Science in KS1 is taught through stories (eg Materials is taught through The Three Little Pigs and plants are taught through Jack and the Beanstalk)

Science in KS2 is taught through mini projects that have selected books mapped out to support learning.



Reading aloud to pupils

At West Croft School we believe that reading aloud to children or shared book reading is directly linked to children’s developing literacy ability and we acknowledge the multiple benefits of reading to children aloud including;

- Supported cognitive development.
- Improved language skills.
- Preparation for academic success.
- Developing a special bond with your child.
- Increased concentration and discipline.
- Improved imagination and creativity.
- Cultivating a lifelong love of **reading**.

We firmly believe that developing a reading spine is essential in order to create a living library in the minds of children.
Our philosophy is that effective modelling and sharing of reading behaviours by adults will develop and embed independent reading behaviours within children.

Intent	By the end of FS / Year 1	By the end of Year 2	By the end of Year 3/4	By the end of Year 5/6
	<ul style="list-style-type: none"> <input type="checkbox"/> Build a bank of story and rhyme knowledge <input type="checkbox"/> Expose children to texts beyond what they can read themselves <input type="checkbox"/> Develop an enjoyment for reading 	<ul style="list-style-type: none"> <input type="checkbox"/> Widen knowledge of texts and authors, including non-fiction and poetry <input type="checkbox"/> Sustain stamina in listening and reading texts <input type="checkbox"/> Make connections within a book 	<ul style="list-style-type: none"> • Introduce children to a wider range of authors and contexts e.g. historical and cultural 	<ul style="list-style-type: none"> • Expose children to challenging and archaic texts, e.g., language, themes
Implementation	<p style="text-align: center;">From Nursery – Year 6, teachers and other adults in school model reading behaviours regularly and encourage children to take part in shared reading experiences.</p> <p><u>Modelled reading behaviours</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Adults lead the reading process, and bring the text to life <input type="checkbox"/> children listen and make meaning from adults’ narration of and interaction with the text <input type="checkbox"/> modelled reading allows adults to develop children’s concepts of print, phonological awareness and making meaning and expressing ideas through texts <input type="checkbox"/> during modelled reading, adults can engage in print referencing, where they point out aspects of print nonverbally <input type="checkbox"/> Adults use modelled reading behaviours when texts are too difficult for children to make meaning from them on their own. <p><u>Shared reading behaviours</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Adults provide opportunities for children to engage with texts in collaboration with them <input type="checkbox"/> Adults make the reading experience enjoyable and exciting for children <input type="checkbox"/> children comment, describe, and narrate parts of the text they recognise or are familiar with <input type="checkbox"/> children join in on the repetitive, predictable parts of books <p><u>Shared Book Experience</u></p> <p>We practice three stages of the shared book experience;</p> <p>Discovery—children share the book reading with the educator for the first time, attempting to join in, or read along as the educator points to the words, making meaning throughout</p> <p>Exploration – educators and children reread the text together (e.g. on the next day, or subsequent days), children are more able to join in as they become familiar with the text</p> <p>Independent experience and expression – children are scaffolded to discuss the text and what it meant to them, and express their understanding in a variety of ways.</p>			



Reading aloud to pupils

Implementation continued

At the earliest point, we begin to foster a love of reading by sharing stories, poems and rhymes to develop vocabulary and comprehension

Reading is an absolute priority from the beginning of a child's educational journey within our setting and staff embed a love of reading in a variety of practical ways within the environment through;

Nursery

- A dedicated focus on Phase 1 phonics
- Literacy based hooks to introduce an activity or concept
- Developing reading in the outside area. Special outdoor boxes house fiction and non-fiction texts to accompany outdoor provision.
- Weekly book focus which most activities and Continuous Provision come from so children can internalise the story.
- Revisiting of a book multiple times, read by an adult, throughout the week with a vocabulary focus or joining in with repeated refrains and sound effects.
- Vocabulary triangles to highlight the vocabulary for a specific theme
- Daily story book-based intervention (to support children who struggle to listen as part of a larger group) with links to EAD activities.

Reception

- Linking all enhancements to continuous provision to our text.
- Newsletters and home-learning link to the texts so parents can see what we will be doing in school and how they can support at home.
- Dedicated vocab/language sessions which explore unknown words from stories we are reading.
- Vocabulary triangles added to with the children with words from stories and from guided reading sessions.
- Story squares/ helicopter stories are beginning to be developed (CH)
- Role-play areas which encourage re-telling of known stories and creating new stories.
- Puppet theatres, puppets and small world objects support oral re-telling and performances.
- Guided reading sessions supported by the children reading the same book at home.
- A box of top 11 reads in Reception to be read over and over.

Year 1

Children have a daily diet of 'The Big Four' - high quality texts from the West Croft 100 and Pie Corbett's Reading Spine. Children experience being read to and have the opportunity to internalise and join in.

Year 2 – 6

- Daily exposure to quality books for a minimum of 15 minutes. Class novel time features on the timetable daily from years 2- 6.
- Development of a reading spine - 100 must read books before you leave West Croft is part of the passport and books are mapped across the school.
- Teachers gives context to the reading before they begin to share the books (e.g. contextual information regarding WW2 before and whilst reading Goodnight Mr Tom in Year 6)

Assessment in reading

Assessment Evidence in order to assess impact

At West Croft, we continually assess children's reading ability using a variety of sources;

This is to support robust Teacher Assessment and to inform teachers which interventions are required to support the progression of specific reading skills (decoding/ comprehension). These assessments shape professional conversations around progress and identify children who require intervention to reach ARE.

Implementation

Nursery / EYFS / Year 1

- EYFSP
- Phonic Screening Check
- Observations of reading behaviour and talking to pupils
- Independent and home reading records
- Phonic assessments
- Phonetically Decodable Book Tracker
- Guided Reading Records - Babcock
- Reading Assessment Sheets with Key Performance Indicators

Year 2

- SATs
- Phonics Screening Check
- Observations of reading behaviour & talking to pupils
- Independent and home reading records
- Guided reading records - Babcock
- Reading Assessment Sheets with Key Performance Indicators
- Phonetically Decodable Book Tracker
- AR Data (standardised scores 94-104 = on track for EXP)

Year 3/4

- AR assessments
- PIRA assessments
- Observations of reading behaviour & talking to pupils
- Independent and home reading records
- Guided reading records - Babcock
- Reading Assessment Sheets with Key Performance Indicators
- Written responses to reading activities

Year 5/6

- SATs
- AR assessments
- PIRA Assessments
- Observations of reading behaviour & talking to pupils
- Independent and home reading records
- Guided reading records - Babcock
- Reading Assessment Sheets with Key Performance Indicators
- Verbal and written book
- Written responses to reading activities