

English - Reading

Westlands Primary School



Implementation - Reading

Reading is taught daily in all year groups, is based upon expectations taken from National Curriculum end of year (EOY) expectations for each year group. Whilst DfE guidance states that Teacher Assessment Frameworks are for assessment at end of Key Stages 1 and 2 and not to be used as planning documents, teachers in Years 2 and 6 are mindful of these frameworks and plan to ensure coverage of all skills accordingly.

Reading across Years 3-6 begins with the selection of a core text. This text is chosen in each year group with pupil needs, interests and the curriculum in mind and is often linked to learning in Foundation Subjects. In accordance with the Reading Framework 2023, teachers are mindful of the value of children truly enjoying a text and developing their love of reading. The selection of a text which will spark imaginations, is at the heart of the planning of reading in reading lessons.

Teacher modelling of reading fluency and prosody is central to reading lessons at Westlands, encouraging effective use of vocabulary and phraseology whilst painting the picture of the story. Class books are often chosen to challenge students, safe in the knowledge that teachers will guide them through in an engaging and educational manner. Rather than focusing on test domains, teachers build knowledge of facts, vocabulary and historical contexts therefore broadening children's minds and encouraging the development of their reading skills. We understand that reading lessons involve ALL reading skills, rather than any one aspect of reading.

Intent

Reading in the Early Years Foundation Stage

In EYFS the focus of learning comprehension is through talk and stories. Children develop a broad range of language skills through discussions with their peers and staff, as well as accessing high quality teaching. Staff teach new vocabulary for children to use in their own learning, enabling them to use language in different contexts, using methods such as 'Colouring in your voice'. Children are immersed in language in their learning environment and through this immersive experience, new language is acquired and children can then build their own is through listening to stories, engaging in role play activities related to high quality texts. The teaching of phonics runs systematically to begin the child's journey to reading themselves . Children initially learn to segment sounds that they can hear within words, orally, before blending them to read and apply the segmenting skill to the formation of words in writing. They will also learn to read and write some 'tricky' words as outlined in Phases 2,3 and 4 of 'Little Wandle; Letters and Sounds Revised'. Phonics is supported at our school with multimedia and multi-sensory approaches.

Years 1-6

Children continue to work on developing their phonetic knowledge alongside a programme of reading which not only encourages fluency, but also builds comprehension skills. To achieve this, the following approaches are utilised and built upon as the children progress through the key stages.





There is an emphasis on speaking and listening skills in reading lessons, alongside broadening vocabulary, retrieval skills, interpretation of a text, image or media clip - as well as understanding a text's structure and authorial choices.

Children should hear an adult read daily, with adults demonstrating a love of books. Children should also be reading one-to-one with an adult, to support confidence and reading fluency. To support the development of fluency, echo reading and choral reading should be embedded in the teaching sequence for reading, as well as being part of general classroom practice, regardless of the subject being taught.

Implementation

- Children listen to adults read daily. They experience fluency and expression whilst being immersed in the adult's love of reading
- There is 1:1 adult/pupil reading, as part of regular classroom practise for all children
- Children stay on scheme books as long as possible, to ensure that they develop their phonics skills and their reading can be carefully tracked and assessed. We use Letters and Sounds Revised fully decodable books to support this.
- When children come across new vocabulary in a book - the experience is embraced and developed into a teaching opportunity. Children learn their new words, their meanings, synonyms and how to use the words in their writing.
- In lessons, staff provide 'background knowledge' to deepen knowledge of the text which in turn improves engagement and comprehension deepen their understanding and knowledge
- Pre Teaching of upcoming vocabulary
- Practise the reading of sight words
- Teach children to develop mental imagery - a reading and writing 'win'
- A greater emphasis on speaking and listening in reading sessions
- Taught interpretation skills using a range of media and methods including speaking and listening
- Teaching children to skim and scan
- Using a range of text types
- Echo reading and rehearsed reading woven into the fabric of lessons
- Years 3-6 to follow an adjusted model of RICS interspersed with deeper discussion of the story, graduated to increase as they progress towards Key Stage 2 testing in the final year at Westlands.
- Reading lessons are daily and approximately 30 minutes long.

Implementation -Key Stage 2

 <p>Retrieve</p>	<p>Retrieve Finding information from a text, without the need for inference. Examples: What colour was the man's hat? In which year did the family move house? How many eggs were in the Robin's nest?</p>
 <p>Interpret</p>	<p>Interpret Unlocking information in a text from the clues given that are not instantly clear without inferring. Examples: Why do you think Stanley was happy to teach Zero to read? Using the text, explain why you think Peter reacted badly to the letter. Suggest why Jade turned away when her grandmother entered the room.</p>
 <p>Choice</p>	<p>Choice This focuses on the author's choice and how they have made the text interesting to read. Examples: Find and copy the word used which means 'done on purpose' Which word has the author used to describe the atmosphere? Which techniques has the author used to describe the jungle?</p>
 <p>SEQUENCE & STRUCTURE</p>	<p>Sequence and Structure This focuses on how events are sequenced within a text, or how and why a text has been structured in a particular way. Examples: Explain why the author has used subheadings. Order the events, 1-5 (1 being the first event and 5 the last) chronologically. What was the second thing that Katie did? What has the author included to help you easily locate information?</p>

Reading

At Westlands Primary, we recognise that in order to truly become a 'reader', a child must be both fluent and able to comprehend what they have read. We follow a practice of decoding (applying letter-sound relationships to blend and segment words), automaticity (reading on sight), fluency (automaticity and prosody - reading fluently with expression) and comprehension (understanding the text).

Echo and rehearsed reading are examples of strategies which support the development of automaticity and therefore fluency (and indeed confidence) when reading aloud. At Westlands Primary, teachers in all year groups include opportunities for these methods to be employed during whole-class and small group teaching, both within English lessons and in other subject sessions in which text is used. In doing so, children are again aided in reading aloud with confidence and prosody.



• Decoding

- Applying the knowledge of letter-sound relationships by segmenting and blending.

• Automaticity

- The ability to look at, recognise and read words – quickly and accurately – without thinking.

• Fluency

- Automaticity + prosody (the ability to read words with correct expression).

• Comprehension

- Understanding what has been read.
- Reliant upon fluency.

Developing understanding of a text

Building of mental imagery

Reading comprehension often somewhat relies upon the reader's ability to 'see' what the book is telling them - the transference from the written word to a mental picture, almost like a movie playing in your mind, is one that often needs to be developed. The building of mental imagery in response to a text, or other media, is crucial in developing comprehension skills. Resource to support pupils in developing a 'mind's eye' approach to what they see in text and other media. Children may initially demonstrate what they understand of a text by drawing what they have read, or giving key words - even acting out in role play or dialogues with peers. The following image shows a resource which can be used to scaffold this process. During reading lessons, the class teacher facilitates the building of this mental picture, to ensure all children live the story.

As Mouse explains, the gruffalo is a creature with terrible claws, and terrible tusks in its terrible jaws, and knobbly knees and turned-out toes, and a poisonous wart at the end of its nose.

Give this description without an image. What do the children understand of this? Let them draw the image that they have in their heads.



Inclusive Practice

Primary Phonics and Reading

Additional Inclusive Teaching Strategies for All Pupils Specific To English

- Follow the 'revise - teach – practise – apply' process for teaching a new grapheme-phoneme correspondence for consistency
- Range of texts available to meet the needs of all learners.
- Modelled, shared and peer talk is core to your reading.
- Provide a range of reading activities which are fun, exciting, relaxing, informative experiences.
- Learners are accurately assessed and, during daily reading lessons, are reading texts which are closely matched to their phonic knowledge.
- Paired or 'buddy' reading to support learners with accessing whole class texts, to build confidence and deepen text understanding
- Lesson begins with a 'safe' activity – this could be listening to the teacher modelling reading, talking about a book together, or re-reading a familiar text
- Plenty of opportunities for learners to practise their phonics skills and learn to apply them independently are provided, both through play and adult-directed tasks
- Specific, targeted questioning used to challenge and support learners.
- Learners are taught how to navigate book areas/corners and where to find the texts they will be able to and will want to read.

Additional adaptations for SEND pupils Specific To English

- Working Wall with the sounds and high-frequency words (HFW) being taught that week to support learners to recall and apply their new learning across the curriculum
- A display of previously learned sounds to support learners in recalling and applying all the GPCs learned over time.
- Daily reading with adult support
- Displayed print is accessible to all learners
- Print on display is decipherable by using dyslexia friendly fonts or handwriting, and by ensuring writing is appropriately sized.

- Precision teaching of phonics/ common exception words
- Re-reading taught or familiar texts is key to building learners' confidence; have a box of taught or familiar books for individual learners to independently revisit during reading lessons, reading for pleasure, paired reading or if reading with volunteers.
- Pre-teaching of tricky or new words
- In advance of the lesson, learners are shown the book they will be reading; draw them in through reading the blurb, making real life connections or connections with texts they have already read/ Pre-reading
- Consistent use of resources, i.e., the same sound mats used in carpet time as at tables, with the same pictures

Enrichment Activities

Blind Date with a Book



Whole school writing weeks



Book sharing across the school



World Book Day - sharing books and World Book Day activities for the whole school



Impact

During their time at Westlands Primary School, children develop a knowledge of books from a diverse range of historical periods, cultures, themes and authors. It is crucial, that they enjoy reading simply for pleasure, but our children also leave us with an appreciation of the value in reading to further their own knowledge.

Here at Westlands Primary, we are working to build an interest in reading through reading experiences, so that pupils can explain their understanding of what they have read and to be able to make recommendations to others.

Classes in years 3-6 have Librarians, whose job it is to ensure that children have access to the library whilst maintaining their own book corners. Parents are also encouraged to come into school for reading workshops, to show their children that reading is important and enjoyable. We also use our Book Library to enable parents to take free books, or to trade in old books for some new reading material.



Core texts in Year 1

Sample of planning,

TERMS -	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
THEMES	<i>Superheroes</i>	<i>Seasonal Changes</i>	<i>Dinosaur Planet</i>	<i>Enchanted Woodland</i>	School Days	School Days
English: Text to teach	<p>Texts related to the Superhero theme, e.g. 'Super Daisy, Supertato</p>	<p>Rama & Sita The Gunpowder Plot; 'Seasons,' 'Pumpkin Soup,' 'Percy the Park Keeper - After the Storm,' 'Tree,' 'Topsy and Tim Visit London'</p>	<p>Texts related to the Dinosaur Theme, e.g. 'Chalk,' 'Dinosaur Roar', 'Dinosaurumpus', 'Mary Anning,' 'National Geographic: Dinosaurs'</p>	<p>Texts related to the Woodland theme, e.g. 'The Foggy, Foggy Forest,' 'The Gruffalo,' 'Little Red Riding Hood,' 'Percy the Park Keeper'</p>	<p>Texts related to the theme around the locality and Victorian times and wider UK, e.g. Children in 'Victorian Times,' 'Mapping a School,' 'Going to school: Comparing past and present' 'Katie goes to London,' 'Katie goes to Scotland,' Legend of Finn Mccool,' Instructions to make Welsh Cakes'</p>	<p>Texts related to the theme around the locality and Victorian times and wider UK, e.g. Children in 'Victorian Times,' 'Mapping a School,' 'Going to school: Comparing past and present' 'Katie goes to London,' 'Katie goes to Scotland,' Legend of Finn Mccool,' Instructions to make Welsh Cakes'</p>

Core texts in Year 2

Sample of planning,

TERMS -	Term 1 History/Geography	Term 2 Geography	Term 3 History/Geography	Term 4 History	Term 5 Geography	Term 6 History
<i>THEMES</i>	Movers and Shakers Let's Explore the World	Movers and Shakers Let's Explore the World	Coastline Land Ahoy	Coastline Land Ahoy	Magnificent Monarchs	Magnificent Monarchs
English: Text to teach	One Giant Leap Space Tortoise Man on the Moon Little People, Big Dreams - Rosa Parks	One Giant Leap Space Tortoise Man on the Moon Little People, Big Dreams - Rosa Parks	The Pirate Cruncher Lighthouse Keepers Lunch The Snail and the Whale Katie Morag and the new pier	The Pirate Cruncher Lighthouse Keepers Lunch The Snail and the Whale Katie Morag and the new pier	The Queen's Nose The King's Pants Little People, Big Dreams - King Charles III	The Queen's Nose The King's Pants Little People, Big Dreams - King Charles III

Core texts in Year 3

Sample of planning,

TERMS -	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
THEMES	Through the Ages	Through the Ages	Rocks, relics and rumbles	Rocks, relics and rumbles	Emperors and Empires	Emperors and Empires
English: Text to teach	Stone Age Boy Stig of the Dump	Stone Age Boy Stig of the Dump	The Firework Maker's daughter	The Firework Maker's daughter	Romans Tales - The Goose Guards	Romans Tales - The Goose Guards

Core texts in Year 4

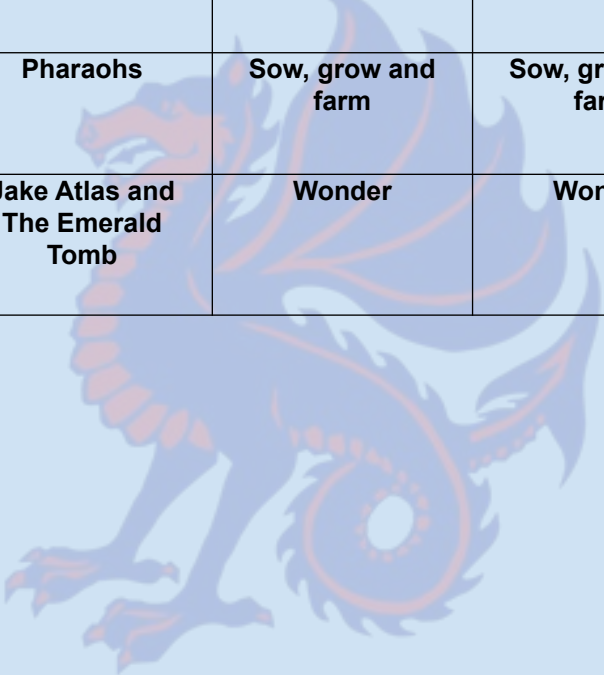
Sample of planning,

TERMS -	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
THEMES	Invasion	Invasion	Misty Mountain, Winding River	Misty Mountain, Winding River	Ancient Civilizations	Ancient Civilizations
English: Text to teach	Beowulf	Beowulf	King of the cloud forests	King of the cloud forests	Secrets of a Sun Klng	Secrets of a Sun Klng

Core texts in Year 5

Sample of planning,


TERMS -	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
THEMES	Pharaohs	Pharaohs	Sow, grow and farm	Sow, grow and farm	Dynamic Dynasties	Dynamic Dynasties
	Jake Atlas and The Emerald Tomb	Jake Atlas and The Emerald Tomb	Wonder	Wonder	The Firework Makers Daughter	The Firework Makers Daughter



Core texts in Year 6

Sample of planning,

TERMS -	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
THEMES	Maafa	Maafa	Britain at War	Britain at War	Frozen Kingdoms	Frozen Kingdoms
	Freedom Pig Heart Boy	Freedom Pig Heart Boy	Once	Hitler's Angels	The Wolf Wilder	The Wolf Wilder



The teaching of Reading in Year 1

Word Reading:

- ✓ 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 (e.g. 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
- ✓ re-read these books to build up their fluency and confidence in word reading.

Reading comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding.

- ✓ listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- ✓ be encouraged to link what they read or hear read to their own experiences
- ✓ become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- ✓ recognise and join in with predictable phrases
- ✓ learn to appreciate rhymes and poems
- ✓ to recite rhymes and poems by heart
- ✓ discuss word meanings, linking new meanings to those already known
- ✓ developing understanding 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
- ✓ participating in discussion about what is read to them, taking turns and listening to what others say
- ✓ explaining clearly their understanding of what is read to them

The teaching of Reading in Year 2

Word Reading

- ✓ 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 correspondence 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
- ✓ re-read these books to build up their fluency and confidence in word reading
- ✓ read fluently to increase vocabulary comprehension and knowledge of the curriculum

Reading Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding.

- ✓ listen to, discuss and express 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
- ✓ discuss the sequence of events in books and how items of information are related
- ✓ become 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 favorite 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
- ✓ develop understanding 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

What do reading lessons look like?

- A quality text linked to the topic covered in class is chosen to ensure that children are engaged by the book. This can be of a high reading difficulty as the class teacher will facilitate understanding.
- Teacher modelling of reading with fluency and expression (prosody). Paint the mental picture of the story. Ensuring understanding of vocabulary and phraseology.
- Children should be fully engrossed in the story to promote love of reading.
- Use of Non-fiction texts weekly and poetry twice a term to ensure children experience a range of texts.
- Active discussion of the story should be a key feature, ensuring children can share their thoughts and opinions whilst building deeper understanding.
- Lessons should build knowledge (facts, vocabulary, historical context) and not focus on test domains. When we read, we use all of our reading skills rather than any one.
- Those children unable to access the main text work in groups focussed solely on reading and enjoying reading until they progress. They may have a more suitable text. Discussion is used as a tool to promote enjoyment. This group will also be improving their reading aloud with intonation and expression as a key aim.
- Echo, rehearsed and other tools will be utilised in the teaching of prosody within lesson.

The teaching of Reading in Year 6

Year 6 Progression in comprehension

- One to one reading should remain ongoing throughout the year for target children to develop fluency and confidence.
- A rolling programme of listening to children reading with an adult 1:1 should be ongoing throughout the year. This should be done by class teachers as well as Teaching Assistants.

What do reading lessons look like?

Lessons should use short text extracts, which are read in the first instance by the teacher. Good reading techniques are modelled and children are given the chance to discuss the text. They may also wish to read with the teacher, using echoing.

New vocabulary should always be added to the classroom environment - enabling the opportunity for it to be truly understood, revisited and then deployed in other contexts.

Term 1	In the first week of term 1 is spent getting to know pupils and their reading habits and interests, in order to inform planning. Then, the progression is made to the term 2-4 model.
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Terms 1-3	<ul style="list-style-type: none">• RICS - 2 sessions linked to the class text• RICS - 1 session linked to a non fiction text or poetry piece• 1 session a week based on vocabulary - developing the new language through understanding the meaning of a word, finding synonyms and being able to use vocabulary in their own writing• 1 session a week based on interpretation skill building using short extracts and pictures, or developing mental imagery skills, by interpreting a short text extract
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Terms 3-5	<ul style="list-style-type: none">• RICS - 2 sessions linked to the class text• RICS - 1 session linked to a non fiction text or poetry piece• 1 session a week based on vocabulary - developing the new language through understanding the meaning of a word, finding synonyms and being able to use vocabulary in their own writing• Children have a session per week working on SATs style questions. Pupils should be taught how to respond to questions and gain a clear understanding of different question types.
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Assessment

English Assessment in Reception

The EYFS Profile outlines the seventeen early learning goals (ELGs) against which children are assessed - of which 'Literacy: Reading' is the ninth and 'Literacy: Writing' is the tenth. The ELG for Reading states that 'Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud and accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.' The ELG for Writing states that 'Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.' As per guidance in the 'Early Years Profile Foundation Stage 2020 Handbook', Reception teachers at our school, assess primarily based upon observation of a child's daily activities, particularly the learning which a child demonstrates spontaneously, independently and consistently in a range of contexts. Children are assessed according to the criteria for the expected standards in each ELG. At the end of the academic year, a judgement is made describing the extent to which a child has met each of the ELGs for Reading and Writing (alongside the other fifteen). Children are defined as having reached a 'Good Level of Development' (GLD) at the end of the EYFS if they have achieved at least the expected level in the ELGs in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and the ELGs in the specific areas of mathematics and literacy.

Reading Assessment in Years 1 to 6 at Westlands Primary

At the start of Year 1 each child at Westlands Primary, is screened using the Statutory Phonics Screening Test from the previous June; these results are then used to make predictions and to put the necessary interventions in place. At the end of Term 2, the children are re-screened and adjustments are made to intervention groups. A final screening takes place in Term 4. Progress across the course of the academic year is monitored closely by our Phonics lead teachers.

In Years 1, 3, 4 and 5, NFER Assessments in reading are used as a summative measure of progress in comprehension. Years 1, 3, 4 and 5 complete one reading assessment in Term 6. Summative assessment of progress in reading in Years 2 and 6 is undertaken using past SATs papers (according to an agreed timetable).