Inspire ● Enrich ● Enjoy ● Succeed

Our Reading Offer

"The more that you read, the more things you will know. The more that you learn, the more places you'll go." Dr. Seuss

"Reading should not be presented to children as a chore or a duty. It should be offered as a gift." Kate DiCamillo

Reading is an essential life skill; our intent is that children develop a love and passion of reading. We promote a love of reading through reading rich environments and high-quality texts which expose children to a range of rich vocabulary, information and the opportunity to develop their comprehension skills.

Our Reading curriculum aims to inspire, engage and challenge pupils to develop their key skills to become fluent and confident readers. We encourage and support children to decode, comprehend and enjoy reading throughout their journey with us whilst questioning what they read and enquiring about new words.

Children are encouraged to question what they read, enquire about new words and make links and comparisons between what they read. They start their reading journey by becoming confident de-coders using synthetic phonics. Fidelity to 'Little Wandle - Letters and Sounds' phonics scheme ensures precise coverage. Children are encouraged and supported to read for enjoyment individually, in groups and as a class. They are also helped to see the importance of reading as a way of acquiring new knowledge, learning and discovering. Comprehension is developed through guided reading and the focused teaching and learning of discrete comprehension skills.

Useful Links:

Department for Education (DfE) – 10 top tips for parents to support children to read

Department for Education (DfE) – The reading framework – Teaching the foundations of literacy **[page 80]**

How We Teach Phonics and Early Reading:

Phonics (reading and spelling)

At the **Federation of Snape Community & Thornton Watlass CE Primary Schools**, we strongly believe that all children can become fluent readers and writers. As such, we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics

programme. Phonics teaching begins in Reception and follows the Little Wandle Letters and Sounds Revised progression.

As a result, our children are able to tackle unfamiliar words as they read. At the **Federation of STW**, we model the application of the alphabetic code through phonics during shared reading and writing, during phonics lessons and across the wider curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects and later life.

Comprehension

At the **Federation of STW**, we value reading as an essential life skill. By the time children move on to secondary school, they read confidently for meaning and enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Daily phonics lessons in Reception and Year 1

- We teach phonics for 20 minutes a day. Every Friday, we review the week's teaching to help children become fluent readers.
- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs (Grapheme Phoneme Correspondence), and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily 'Keep-up' support. Keep-up lessons match the structure of class teaching in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any children in Year 2 who are not fully fluent at reading or have not passed the Phonics Screening Check. These children urgently need to catch up to narrow the gap between themselves and their peers. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.

Teaching reading in Reception and Year 1: Reading sessions three times a week

- We have focused reading sessions three times a week in small groups using books matches to children's phonetical knowledge.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
    - Decoding
    - Prosody: teaching children to read with understanding and expression.
    - Comprehension: teaching children to understand the text.
- In Year 2, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Home reading

- The decodable reading practice book is taken home to ensure success is shared with the family.
- Reading for pleasure books also go home for parents to share and read to children.
- We use the *Little Wandle Letters and Sounds Revised* parents' resources to engage our families and share information about phonics.
- Reading at home should be recorded in children's school Reading Record which should be brought in daily.

How We Teach Reading after Phonics:

Guided Reading:

- Children in Key Stage 2 have three, thirty-minute Guided Reading sessions each week. In this time children are explicitly taught a different reading content domain (VIPERS) reading skills which change each half-term. This allows teachers to explicitly model the best ways to tackle different questions types.
- Reading Content Domain LTP

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Retrieval KS1 Identify/ explain key aspects of fiction and non-fiction texts, such as characters, events titles and information. (1b) KS2 Retrieve and record information/ identify key details from fiction and non-fiction. (2b) **Prediction** KS1 Predict what might happen on the basis of what has been read so far. (1e) KS2 Predict what might happen from the details stated or implied. (2e)	**Inference** KS1 Make inferences from the text. (1d) KS2 Make inferences from the text/ explain and justify inferences with evidence from the text. (2d) **Sequencing and Summarising** KS1 Identify and explain the sequence of events in a text. (1c) KS2 Summarise main ideas from more than one paragraph. (2c)	**Retrieval** KS1 Identify/ explain key aspects of fiction and non-fiction texts, such as characters, events titles and information. (1b) KS2 Retrieve and record information/ identify key details from fiction and non-fiction. (2b) **Prediction** KS1 Predict what might happen on the basis of what has been read so far. (1e) **How content relates to meaning as a whole** KS2 Identify/ explain how information/ narrative content is related and contributes to meaning as whole. (2f)	**Inference** KS1 Make inferences from the text. (1d) KS2 Make inferences from the text/ explain and justify inferences with evidence from the text. (2d) **Sequencing and Summarising** KS1 Identify and explain the sequence of events in a text. (1c) **Make comparisons** KS2 Make comparisons within the text (2h)	**Retrieval** KS1 Identify/ explain key aspects of fiction and non-fiction texts, such as characters, events titles and information. (1b) KS2 Retrieve and record information/ identify key details from fiction and non-fiction. (2b) **Prediction** KS1 Predict what might happen on the basis of what has been read so far. (1e) KS2 Predict what might happen from the details stated or implied. (2e)	**Inference** KS1 Make inferences from the text. (1d) KS2 Make inferences from the text/ explain and justify inferences with evidence from the text. (2d) **Sequencing and Summarising** KS1 Identify and explain the sequence of events in a text. (1c) KS2 Summarise main ideas from more than one paragraph. (2c)
Continuous focus on Vocabulary KS1 - Draw on knowledge of vocabulary to understand texts. (1a) KS2 - Give/explain the meaning of words in context. (2a) Identify/explain how meaning is enhanced through choice of words and phrases. (2g)					

- Each session will focus upon a short text, for example: a poem, a newspaper article or a snippet from a high-quality text, ensuring a breadth of exposure to different genres and purposes.
- Questions will be shown on the SmartBoard and children will engage in a lot of paired/ group discussion, writing their answers on whiteboards. The teacher then models how they would answer the questions which explicitly link to the reading content domain.
- Children then apple this to their independent work where they will complete two or three questions in their Guided Reading books which are based on the same text. Time is taken to go through the answers with the children as this enables them to get the most of out of the session.

Accelerated Reader (AR):

- Accelerated Reader is a reading program that helps teachers support and monitor children's independent reading practice. Children selecte a book at their own level and read it at their own pace. When finished, they take a short online quiz to measure how much of the book they have understood. Passing the quiz is an indication that a child has understood what has been read.
- Star Reading is used to determine your child's reading level. It is an online-based reading assessment program that uses computer-adaptive technology. Questions continually adjust to a child's responses. If the child's response is correct, the difficulty level is increased. If the child cannot answer a question or answers incorrectly, the difficulty level is reduced. The test uses multiple-choice questions and takes approximately 20 minutes to complete.
- According to research, children who read at least 35 minutes a day with a 90% comprehension rate on AR quizzes see the greatest gains. Therefore, each child should have at least 35 minutes set aside for independent reading each school day. At the **Federation of STW**, we have timetabled a daily, 20-minute AR session. Each child is then expected to read at home for 15 minutes each day.

Reading Together:

- In addition to AR and Little Wandle, children throughout the school have access to the school library. Here they will find a range of books to suit their interests. Children are encouraged to take these books home to share with their family and friends. These books may be above a child's reading ability; this can be beneficial as it exposes them to a broader, deeper level of vocabulary and more complex story lines. For such books, we advise that these are read together or read to a child for them to enjoy:
  'There's something very special about a bedtime story being read out loud. A bedtime story doesn't require children to focus on the mechanics of learning to read, but on the enjoyment of the story and the idea of being transported to other worlds before drifting into dreams about them.'
- Children in KS2 should record any home reading in their Reading Record. Where possible, this should be done by the children but we understand that some children will require support with this. There are sentence stems in the front of their Reading Record which will help them in writing their comments. Reading Record should be brought to school on a daily basis.