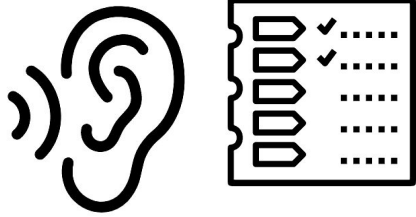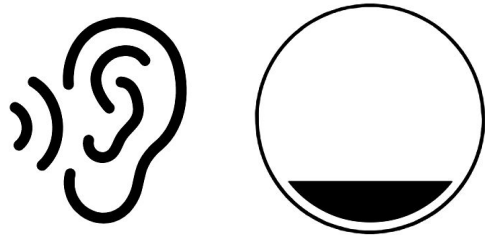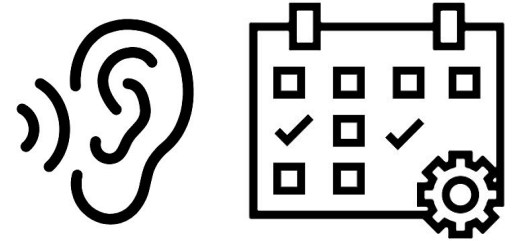Reading
at Eyrescroft

Phonics

- Little Wandle Letters and Sounds is the only program used in school (all resources and displays support the program). All phonic interventions follow this program.
- Rising Stars spelling may be used as a resource in Year 2 for children working beyond Phase 5.
- The phonics' planning format and agreed lesson structure, shared by the Phonics Lead, is used by all teaching staff (revisit, review, teach, practise, apply).
- EYFS and KS1 - every child reads with an adult, every week at their phonics level.
- EYFS and KS1 - 30 minute phonics' lessons daily.
- Short, (precision teaching) snappy and focused, daily interventions for bottom 20% (EYFS -Year 4)
- Assessments are carried out half termly and updated on Phonics Tracker, overseen by Phonics Lead.

Reading: building fluency

EYFS and Year 1: bottom 20% heard by an adult daily. Everyone heard reading by an adult, at least once a week.

Y2, 3, 4: bottom 20% heard by an adult daily. Everyone else heard read by an adult at least once a fortnight.

Y5 and 6: bottom 20% heard by an adult daily. Everyone else as and when e.g. in whole class reading, inviting children to read.

Guided Reading
The aim of these planned sessions is:

- encouraging and developing reading for pleasure
- developing reading confidence
- developing children's ability to blend and segment written words
- practising and consolidating reading strategies
- deepening and broadening children's understanding of characters, settings, patterns, vocabulary and experiences
- developing children's understanding of sentence structure and grammar
- developing children's oral and written comprehension skills in (reading domains):
  - word understanding and choice - vocabulary
  - questionning
  - relating (to other texts and within a text)
  - summarising
  - predicting
  - clarifying
  - retrieving
  - inferencing
  - comparing
  - sequencing

Planning for reading clearly identifies the reading domain to be taught/developed/practised through the guided reading sequence, enabling all children to become confident, competent readers.

Guided Reading - What does it look like?

- **Visual aid** (image, object) used to develop children's oral comprehension skills.

  Useful websites: www.literacyshed.com www.pobble365.com www.onceuponapicture.co.uk

- **Whole class text** - this is usually linked to curriculum study, giving a context for learning. This whole class strategy ensures that all children are exposed to quality texts with rich language patterns and vocabulary. Teachers model reading aloud (fluency and prosody) as the expert in the room. They model answering questions related to the piece of text being read alongside the technique of searching for clues and answering questions. Children also work to find an answer which is clarified and modelled by the teacher.

- **Group text** - (adult reads alongside or children read alone). Texts are differentiated to meet the learning needs of the children and have a clear focus targeted to the needs of the group. In Key Stage 1, this may be directly linked to a phonics phase and in Key Stage Two, this takes the form of Book Club; it is always dependent upon the aspect of reading being developed.
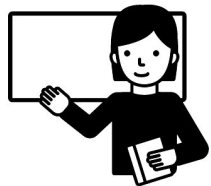
- **Individual text** - Children apply the reading skills taught and modelled to a text adapted to their individual reading ability, providing the teacher with assessment information.

Teaching Reading Comprehension

EYFS and Y1: Teacher reads class text with oral comprehension questions. Image comprehension fortnightly.

Y2: Combination of teacher reading class text with oral comprehension questions and unseen at appropriate level. Image comprehension weekly.

KS2: Unseen comprehension x2 weekly (one modelled, one independent). Image comprehension weekly.

These are opportunities for modelling, practising and consolidating reading strategies e.g. read around the word for context, skim and scan; and developing oral and written comprehension skills in all reading domains - greater weighting towards **vocabulary** (1a, 2a), **retrieval** (1b, 2b) and **inference** (1d, 2d).

Whole class texts

Every half -term, each year group has focus class texts for reading. Our aim is to equip children with the knowldege and understanding of how texts work so that when they encounter another text they are more able to comprehend.

In these sessions:

- All children access the same text, providing a shared experience and building communities of readers
- The teacher models reading (fluency and prosody) as the expert in the room
- We deepen our understanding of story/text structures; relationships between characters; and character types and themes, so children become experts on the texts they read
- We make links between texts, experiences, authors and styles
- We develop vocabulary
- We provide the geographical and historical context and how this relates to the wider world
- We are developing the children's understanding as readers to develop their skills as a writers.

Question Stems

|	
Domain A – Meaning of Words	Can you find an example of a word that means…? Can you find a 'powerful' word meaning…? Can you find a word that you don't know the meaning of? Can you guess what it might mean? What does this word/phrase/sentence tell you about character/setting/mood etc? Highlight a key phrase or line. By writing a line in this way, what effect has the author created? What other words/phrases could the author have used? How has the author made you and/or the character feel happy/sad/angry/frustrated/lonely etc?
Domain B – Find, Explain and Record	Which words…? Who…? When…? What…? Where…? Why…? (if the answer is given in the text) Give two examples of… Find the paragraph where… Can you create some questions for others to answer based on this text? Can you create true/false statements for your partner? Over what period of time does the story tale place? How does the author describe the setting/character/etc.? Through whose eyes is the story told?
Domain C – Sequence and Summarise	Tell me what happened… Can you summarise this paragraph in one sentence? Which part of the story do you think is the most important? What is this paragraph/chapter about? Can you summarise it? Can you tell me the main things/points you have learnt from this book? Could you briefly tell a younger child about what has happened in this story/book? Can you summarise these paragraphs in *x* number of words? Can you show this information in a chart/table? Which is the most important point in these paragraphs? Can you think of alternative headings for these paragraphs?
Domain D - Inference	Which word tells you that…? Which words make the reader feel…? How do you know…? How can you tell that…? Explain why… Why is…? Why did…? Explain how … felt about … Can you find support for your idea? Is this statement fact or opinion? Can you find examples that show…? How, across this paragraph, does the writer suggest…? Why is … important? What do you think might have happened before…?
Domain E – Predict	What might happen next? Why? Choose one character from the book and predict how you think they will behave/react? Can you predict several possible outcomes and explain your answer? What if…? If there was a sequel, can you predict what it might involve? What title would you give to a sequel? Can you think of another story which has a similar theme, e.g. good over evil; weak over strong; wide over foolish? Do you think this story will go the same way? Do you know of another story which deals with the same issues? Could this happen in this story? Which other author handles time in this way, e.g. flashbacks, dreams etc? Which stories have openings like this? Do you think this story will develop in the same way? How is *character x* like someone you know? Do you think they will react in the same way?
Domain F - Cohesion	Explain a character's different/changing feelings throughout a story. How do you know? What are the clues that a character is liked/disliked/envied/feared/loved/hated etc? What is the underlying message? What is the theme? What is the big idea? Why did the author write this story? Find a group of words to show that … has changed. What has the author done to make you want to read on? Give evidence. How do you feel after reading this story? What atmosphere is the author trying to create? What words/phrases help to create that feeling? Why do you think the author chose to use a ..question/ bullet-pointed list/subheading/table etc. to present this information? Why has the writer written/organised the text in this way? In what ways do the illustrations support this text? How could these…instructions/information/illustrations..be improved? Who do you think this information is for?
Domain G – Choice of Words, Phrases and Punctuation	When the author uses this sort of sentence, what is the impact? Why did the author…? What do these words tell you? Find three words that show… Why has the author used this word/phrase/sentence? How does the author create this mood/atmosphere? What is the effect of…? What technique has the writer used? Can you find some vivid imagery? e.g. similes, metaphors, alliteration, expanded noun phrases. Can you give a clear explanation of…? (non-fiction texts) How are these words effective in describing this character/setting the scene? Which character comes alive most? Why? How has the writer made you feel..? Which words do you like the best? Why? Which words do you think are most important? Why?
Domain H – Comparison	How has the character changed? In what way have characters' feelings changed? How was the problem resolved? How does the opening compare with the ending? How is it similar to..? How is it different to…? Is it as good as…? Which is better and why? Compare two characters from the story and say how they are similar/different. Compare your book to another on the same topic. Which do you prefer and why? Would you like to read more books by this author? Explain your reasons. If you have read other texts by this author, can you see any similarities/differences between them? What do you think about the way information is organised in different parts of the text? Is there a reason for this?

Assessment

In EYFS and KS1, half-termly phonics assessments are completed and recorded on Phonics Tracker.

NTS reading assessments completed termly CP2, CP4, CP6.

In KS2, Renaissance Star Reading assessments completed CP1, CP3, CP5 and Accelerated Reader quizzes completed after each reading book is completed.
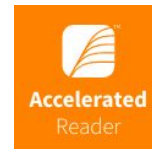
Informal assessments made continually through observations, responses to reading and comprehension questions.

Collectively these are used to inform future practice, guiding teaching and learning.

# Children at risk of reading failure

We identify them using:

- observations in phonics/reading sessions
- assessment
- responses to group and independent reading tasks

We respond by:

- making them a priority for daily reading/ phonic practice with an adult in school
- keeping parents informed and sharing reading strategies with them
- encouraging enjoyment in reading through activities such as informal book talk and sharing books
- clear and enticing displays of books around school (classroom, corridors and library)
- praising and recognising success

Which books and changing books
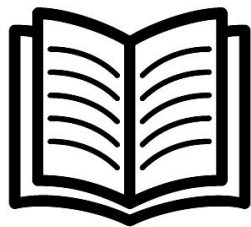
EYFS and KS1: in class, children read a decodable book linked to their phonic lesson; an e-version of this book is shared to read at home.
A reading for pleasure book also goes home for parents/carers to share with child.

KS2: AR book. Where need identified, children to choose a phonetically decodable book.

EYFS-Y3: change books at least once a week.

Y4-6: change books once finished. Teacher to monitor.
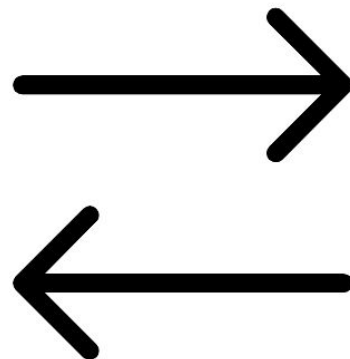
Reading at Home

Every child in school has access to a reading book at home. Targets set and prizes to encourage this e.g. 20 reads at home this half-term

Reading pledge: 10 minutes in school matched by 10 minutes at home. This expectation is shared with parents regularly through year group newsletters and parent consultations.

Reading Records

EYFS and KS1: Reading Records, including key words to practise.

Y3-6: Reading Record which an adult from home signs to acknowledge they are reading at home.

Involve the parents and let them know why (information shared in half-termly newsletters and parent consultations)
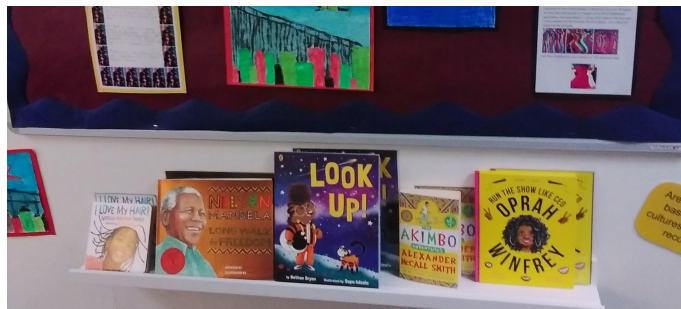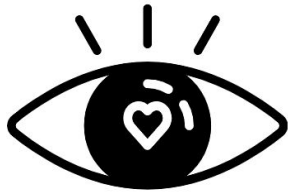
Reading for Pleasure

Front-facing displays in reading areas

W H Y ?

Seeing colorful, engaging covers of books, even nonfiction books, draws children in much more strongly than the spine of a book.

Provides children an insight into the content of a book, especially helpful when you're trying to entice them to read new, unfamiliar books.

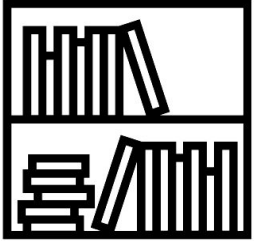Makes it much easier for reluctant readers to choose books.
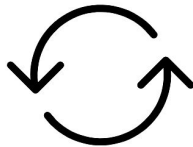
Entices teachers to switch up their book displays more frequently., Changing the books on shelves and the books children see makes them "new again," increasing children's excitement over books.

Reading Areas

Shared areas in each year group are used as reading areas.

We have slimmed down the books available (rotating what we have and creating front facing displays). Questions to encourage thinking about books and reading and carefully chosen displays e.g. author, books similar to class text and topic books.

Outside the main hall and around school, we have recommended reads displayed. These are changed each half term.
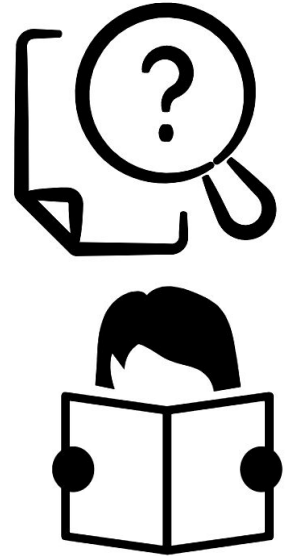
Library
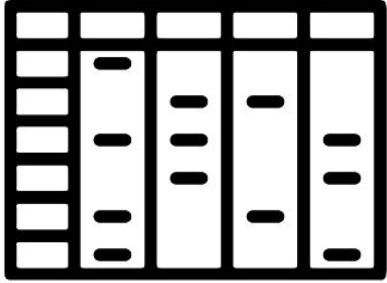
Every class is timetabled.

Allotted time could be researching for topic; exploring different books; sharing books with peers; class story time...

Class Reader

Timetabled daily class reading for pleasure - 15 minutes - Aim to ensure a range of diverse texts are read, including poetry. Example timetables:

Daily reading timetable EYFS and KS1

Monday	Tuesday	Wednesday	Thursday	Friday
Book based around diversity		Topic based books		Poetry

Daily reading timetable KS2

Monday	Tuesday	Wednesday	Thursday	Friday
Book based around diversity			Poetry	15 mins book of choice 15 mins recommendations

Recommended diverse book list:			
EYFS/Y1	Y2	Y3/Y4	Y5/Y6
Ruby's Worry - Tom Percival And Tango Makes three - Justin Richardson and Peter Parnell Quill Soup - Alan Durant and Dale Blankenaar Mixed, An inspiring story about colour - Arree Chung I love my hair! - Natasha Tarpley Clean Up - Nathan Bryon The girl with two days - Meg Elliott What happened you? - James Catchpole Izzy Gizmo, The invention convention - Pip Jones Look Up - Nathan Bryan Elmer - David Mckee Sulwe - Lupita Nyong'o	Pele, Little People Big Dreams - Maria Isabel Sanchez Vegara Six Dots, A story about young Louis Braille - Jen Bryant Malala Yousafzai, Little People Big Dreams, Maria Isabel Sanchez Vegara The great big book of families - Mary Hoffman How to solve a problem - Ahima Shiraishi How to be *extraordinary - Rashmi Sirdeshpande Mirror - Jeanie Bakeer I am enough - Grace Buyers Freedom Soup - Tami Charles Milo imagines the world - Matt delapena	Mumaysa A fairy tale - Radiya Hafiza The proudest blue - Ibtihaj Muhammad Amazing Grace - Mary Hoffman Graceson Family - Mary Hoffman Nelson Mandela's long walk to freedom - Nelson Mandela and Chris Van Wyk Me and Tree - Alexandria Giardino and Anna + Elena Balbusso My First Day - Phung Nguyen Quang The Barnabus Project - Devin Fan Wisp, A story of hope - Zana Fraillon	A pocket full of stars - Aisha Bushby Some places more than others - Renee Watson I am Malala - Malala Yousafzai Ghost - Jason Reynolds The girl who stole an elephant - Nizrana Farook Work it girl , Ophra Winfrey - Caroline Moss Work it girl , Michelle Obama- Caroline Moss When star are scattered - Victoria Jamieson Wonder - R.J Palacio A journey to jo'burg - Beverly Naidoo Walter Tull's Scrapbook - Michaela Morgan

Poetry can be found: https://childrens.poetryarchive.org/
Also Author websites