
Greatham Primary School Progression in Reading

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Introduction

Intent

'Reading is dreaming with your eyes wide open'

Reading is not only an essential life skill, but an opportunity to visit different places, meet new people, and experience other lives. Reading is an opportunity to escape and imagine.

At Greatham Primary School we aspire for all children to develop a love of books and grow to be confident and competent readers. We aspire for all our children to achieve the Age-Related Expectation in reading at the end of year 6 (which is the national expectation) and for many children to achieve Greater Depth (which is above the national expectation). The significance of working within or above the Age-Related Expectation cannot be underestimated. This is the level recognised by the Government as enabling a child to access the secondary curriculum as well as ensuring that they are literate for life.

During their time at Greatham Primary School all children will:

Build strong word recognition processes by:

- developing the skill to read age-appropriate sight words
- using their knowledge of context, phonemes and spelling patterns to decode print

Build strong language comprehension processes by:

- retrieving key information from a text
- making inferences and predictions by combining evidence from the text with their own experience and knowledge
- clarifying vocabulary by using their knowledge of the context of the word and its etymology
- summarising the key ideas in a text
- identifying themes in texts
- identifying the conventions of different types of text

We believe that parents play a vital role in supporting their child's reading development, and that a strong partnership between home and school is essential.

This booklet is written in two parts. Part 1 explains how we teach reading in school, while part 2 suggests what parents can do to help their child at home.

Part 1 - Implementation

It is proven that children who read regularly and have a love of books have better life chances. We therefore endeavour to expose children to a wide range of reading opportunities.

Environment

All classrooms expose children to a 'print-rich' environment of signs, labels, books, key words, and display that all provide opportunities for reading. Each class has a collection of fiction, non-fiction and poetry books for the children to access, including topic-based texts which are changed regularly. In addition, KS1 and Early Years Classrooms have a reading area where the children can enjoy sharing, listening to and reading books.

Curriculum

Individual Reading

Year R/Year 1

We use the *Essential Letters and Sounds (ELS)* phonics scheme to support early reading at Greatham Primary School. Children are given reading books that are precisely matched to the phonics sounds that they have already been taught at school. Books are changed weekly, allowing plenty of opportunities for children to re-read in order to build fluency and expression, and to develop their understanding of the text. **The children will keep the same reading book for the whole week.** We suggest that the focus of your reading throughout the week could progress as follows:

Day 1: reading with a focus on sounding out (decoding) the text

Day 2: re-reading to build fluency and pace

Day 3: re-reading with expression (prosody)

Day 4: re-reading and discussing what the text is about

Children will be given books from the *ELS* scheme throughout their time in Year R and Year 1. Any child in these year groups who is already a fluent reader will be given an additional book to read alongside their *ELS* book that is matched to their individual ability. This book will be from our selection of *Bug Club* or *Project X* banded books.

Children who pass the phonics screening test at the end of Year 1 will then move onto reading banded books. We mostly use two schemes at Greatham Primary School: *Bug Club* and *Project X*. We supplement with other schemes to meet children's needs. Books are colour-coded progressively and are carefully allocated to match the child's individual reading ability. We expect that most children would move up at least one book band every term, although this obviously varies from child to child. Children who do not pass the phonics screening test at the end of Year 1 will continue to receive phonics teaching through intervention groups, and will usually be given *ELS* books until they have passed this screening test. (In exceptional circumstances an alternative book may be given).

Once children are able to confidently read banded books at the Lime band, they move away from our banded reading scheme and become First Free Readers*. They will select books from our 'First Free Readers' selection, which are carefully chosen by the Schools' Library Service (SLS) and are sub-divided into band one and two.

Once children are able to confidently read band two of the 'First Free Readers' selection, they then become Free Readers, beginning with the black labelled books, which are a selection of shorter and easier fiction titles.

Children in Years R, 1, 2 and 3 are expected to borrow a library book to enjoy reading at home with adults each week, in addition to the book they are given by their teacher which matches their reading ability. Children in Year 4, 5 and 6 are encouraged to borrow books from the library and have the opportunity to change these books at least weekly.

* Children who are working below age-related expectations at any point in their school journey are known and strategically targeted until they securely attain age related expectations. These children read with adults daily. They choose books from our banded books throughout their time at school, which allows us to ensure that they are choosing a book that is suitably pitched for their reading ability. These books include texts which are pitched from Year R to Year 6 level, so no limit is placed on the progress that they can make through reading within this selection. We expect these children to read each book at least twice, in order to build fluency and comprehension, as well as making the process of reading easier and more pleasurable for them.

Although a banded reading scheme is a valuable tool for accurately pitching a child's reading, we believe that it is essential that children also have the experience of choosing freely what they would like to read. Therefore, all children also have the opportunity to borrow additional books of their choice to read at home.

Reading Lessons

In Year 3, reading groups are replaced by whole class reading lessons. In these lessons, children read and discuss a wide variety of fiction, non-fiction and poetry texts, which have been carefully mapped to ensure a varied reading 'diet'. Individual reading journals are used as a means of capturing and extending understanding through written recording. Children who are not yet free readers continue to read individually with an adult in addition to participating in these Guided Reading lessons.

In Guided Reading lessons, we explicitly teach reading comprehension skills, modelling our task design on SATs-style questions. At the beginning of Key Stage 2, the focus of our teaching is on retrieval, with some simple inference and vocabulary-based questions. We design our tasks to minimise writing and to allow the children to focus completely on the skill of reading. As children move through Key Stage 2, we continue to include plenty of retrieval practice, using a variety of task designs. We introduce more complex inference and explanation questions, and explicitly teach the children how to construct a clear written answer.

There will be at least three Guided Reading lessons every week for Key Stage 2 pupils. Out of these lessons, one lesson will focus on reading comprehension skills and one will focus on developing reading fluency using the 'Readers' Theatre' model. The other lesson will be used at the teacher's discretion to develop other elements of the reading curriculum. These lessons are **in addition** to the English learning journey and recording takes place in a separate guided reading book.

The texts used in these reading lessons may sometimes be the same texts that are used as 'rich texts' in our English learning journeys and may sometimes link to topic work. However, our priority is that we choose texts that are the best suited to develop the children's reading ability.

Rich Texts in Writing

Across the school, rich texts are used as a basis for most writing outcomes. Children read and explore the text creatively, incorporating their understanding of its plot and vocabulary into their own pieces of writing. During the first phase of the Learning Journey, we seek to develop children's grasp of vocabulary: for example, by exploring the 'shades of meaning' between similar words, and by looking at the effect of vocabulary on the reader.

Shared Reading

In the Early Years, teaching staff share a whole class text with the children every day. Children learn to retell these stories and join in with refrains. They also identify key characters and discuss how the texts relate to their own lives. In addition to this, children have a weekly small group 'family' story session that is focussed on comprehension and always related to the children's interests.

In Key Stage One, teaching staff share a whole class text with the children every day. This daily session fosters and promotes a love of reading and exposes the children to diverse texts from different cultures and eras, including challenging heritage texts.

Children in Key Stage One and Two take part in a reading assembly every week: Buddy Reading alternating with Team Reading. In Buddy Reading, children work with a buddy from their partner class to read, rehearse and perform a short poem, focussing on their reading fluency. In Team Reading, children meet with their colour team to share a short novel or high interest picture book together, which is read by an adult.

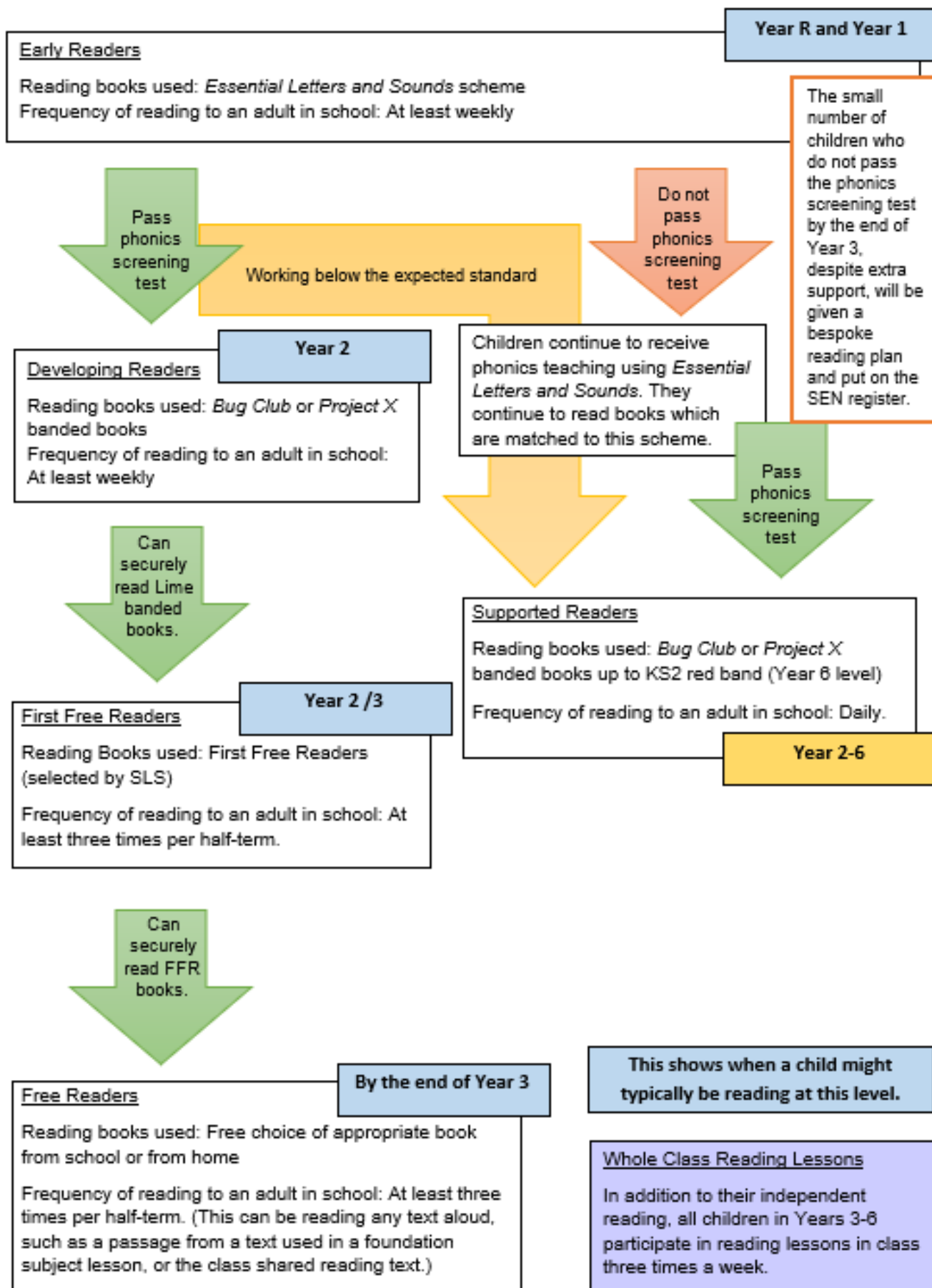
Phonics Teaching

Children in Year R and Year 1 receive approx. 30 minutes of explicit phonics teaching every day, using the *Essential Letters and Sounds* scheme. Children learn to hear the sounds they say in words like c-a-t by pulling them apart (segmenting) and putting them back together (blending). In school we sometimes use the words 'sound talk' or 'sound buttons' to help with segmenting.

In Year R, the focus is on phases 1-4 so that children are able to read CVC words. At the end of year R, children are introduced to phase 5 and alternative sound patterns. In Year 1, children revise their learning from phases 1-4 and mainly focus on alternative sound patterns (phase 5). Phonics assessments are undertaken half-termly and teaching is adapted accordingly. At the end of Year 1, all children sit the national Phonics Screening Test.

In Year 2, whilst the focus of phonic knowledge continues to be revised, the emphasis changes to spelling rules and patterns. This knowledge is then built on and further developed through our spelling curriculum, which is based around the *No Nonsense Spelling* scheme of work. Children who did not pass the phonics screening test in Year 1 receive additional teaching to help them to secure their phonics knowledge, and are retested during Year 2.

Throughout the school, sound buttons are used as a means of helping children to read and spell accurately. All children have access to sound mats, which are modelled on those used in *Essential Letters and Sounds*.



PART 2

What can parents do to help?

Daily reading with your child is the most important activity parents can undertake. We expect all our children (regardless of age or ability) to read at home every day, as we know that children who read regularly at home make faster progress in reading. Even when children are older and are reading fluently, it is still valuable for them to have time to discuss and share their reading with an adult.

Some top tips for reading together:

- ✓ Keep reading time short, enjoyable and stress free for both you and your child. Choose a time when your child is willing and not tired. Children can be tired after school and some families find that breakfast is the best reading time. Just make sure it is a regular, special time for undivided attention.
- ✓ Point to each word as it is read and encourage children to use their phonics to read each word. Remember to give them time to do this and resist the temptation to 'help' by simply telling them the word if they are hesitating.
- ✓ If a child mis-reads a word, give them time to read on as they may notice their mistake and independently correct themselves. If they do not, gently suggest that you look again at the word that they mis-read once they come to the end of the sentence.
- ✓ Encourage your child to use pictures and contextual clues within a text to help them understand what is happening. Encourage them to explain 'how they know'.
- ✓ Talk and model reading yourself. Express and show an enjoyment of reading and talk about the books you have read.
- ✓ Join your local library. This gives you free access to hundreds of children's books and to specialist librarians who will be delighted to talk to you about them.

When we teach children to read we focus on the following 7 areas:

Skills Grids – Assessment Focus	Key Questions
Using a range of strategies to accurately read the text for meaning.	<p>Can the child gain meaning from texts by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> reading words on sight e.g. familiar common words, some content words? <input type="checkbox"/> making use of phonics? <input type="checkbox"/> using sentence and whole text knowledge, e.g. by self-correcting, substituting words that make grammatical or contextual sense? <input type="checkbox"/> showing awareness of punctuation marks in reading, e.g. pausing at full stops?
Understanding and describing what they have read and being able to refer to the text to support their ideas.	<p>Can the child:</p> <ul style="list-style-type: none"> <input type="checkbox"/> recall the main ideas of a story or information text? <input type="checkbox"/> identify how characters behave? <input type="checkbox"/> connect words and illustrations, e.g. what additional information does the illustration add? <input type="checkbox"/> say what they have found out by reading the book? <input type="checkbox"/> retrieve relevant details from different paragraphs or sections of the text?
Using clues in the text to interpret information or ideas (this is one of the hardest areas for children because they are being asked to think about something that is not necessarily written down exactly).	<p>Can the child:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use their knowledge of a story so far to make predictions about what will happen next? <input type="checkbox"/> connect information together to draw out implied meanings? <input type="checkbox"/> distinguish between more and less important items of information? <input type="checkbox"/> use clues from what characters do and say to explain their motives?
Commenting on the structure or organisation of a text- why has the author done what they have?	<p>Can the child:</p> <ul style="list-style-type: none"> <input type="checkbox"/> make use of book conventions and organisational devices to focus their reading, eg index, glossary? <input type="checkbox"/> trace how ideas link and how a writer signals changes and connections?
Explaining or commenting on a writer’s use of language and the effect it has on the reader.	<p>Can the child:</p> <ul style="list-style-type: none"> <input type="checkbox"/> comment on the effect of specific words and how they convey meaning, eg ideas, characters, atmosphere? <input type="checkbox"/> discuss language patterns and how they contribute meaning, eg refrain, rhymes or repetition?
Identifying the writer’s purpose and viewpoint and the overall effect it has on the reader.	<p>Can the child:</p> <ul style="list-style-type: none"> <input type="checkbox"/> respond to the text overall and say what they liked/ disliked about it? <input type="checkbox"/> identify the main purpose of a text, eg using evidence from what they have read?

Relating texts to their own lives.	Can the child: <input type="checkbox"/> identify traditional characters and settings in fiction? <input type="checkbox"/> relate the text to others, eg by a similar type, by the same author, in a series?
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The following question grid may help you to ask your child questions about their book. Simply choose a question word then add a word from the top row. The final row and column (*how might...*) is the most in depth question and requires the skills discussed in third section of the reading focus table.

	is	did	can	would	will	might
<i>Why</i>						
<i>Who</i>						
<i>What</i>						
<i>Where</i>						
<i>When</i>						
<i>How</i>						