

Reading subject intent:



- To ensure that, by the end of their primary education, all pupils are able to read fluently so that they are confident to read and gain knowledge independently.
- To develop a love of reading and the ability to talk and write confidently about what they have read.
- To ensure the teaching of reading, using systematic synthetic phonics, is given high priority throughout Foundation Stage and Key Stage 1. (learn letter, digraph and trigraph sounds; blend sounds into words, read common exception words)
- To ensure all children can read and enjoy age-appropriate books.

How we support the needs of *our* children through teaching Reading:

- **Experiential learning** – Children will be read to by adults daily. They will be exposed to a wide range of written texts daily: picture books, fiction, poetry and curriculum-linked non-fiction.
- **Social skills** – Children will learn how to talk about what they read, make links between texts read and express their likes and dislikes.
- **Self-esteem** - Children making the slowest progress will be supported with extra reading practice and more regular assessment. All children are taught that all opinions are valid and that their voice matters.
- **Resilience** - We will teach children effective reading strategies – what to do when 'stuck' - and ensure daily practice in order to build reading stamina. Children will have access to books well matched to their reading stage in order to experience success.
- **Cultural understanding** – Teachers will instil a love of literature using stories, poems and non-fiction books from other cultures. These are often linked to the wider curriculum.
- **General knowledge** – We will use books, digital texts and carefully chosen guided reading texts to expose children to a wealth of information relating to our curriculum and the wider world.
- **Oracy skills** – We will use storytelling, storymapping and discussion to teach children to listen to and build on others' ideas through sentence stems.

How do we teach Reading at Nova Primary?

Reading is at the heart of the curriculum. In EYFS and Year 1, considerable time is given over to the teaching of systematic synthetic phonics through whole-class direct teaching; small group guided sessions and a wide variety of spoken language and play activities. We are well resourced with a wide range of engaging, fully decodable phonics sets to ensure that children practise their reading from books that match their current phonics knowledge. We also offer a wide range of 'enrichment' books, for example wordless picture books, to add further interest and variety to the child's reading experience, in school and at home.

As children progress through the school, teacher assessment informs a carefully planned program of whole-class direct teaching; guided group sessions and intensive 1:1 interventions, such as Reading Recovery and BRP.

In KS2, teachers assess the specific reading needs of their class when planning lessons and use their professional judgement and assessment data to make decisions as to whether whole-class, smaller guided group reading sessions or a mixture of the two are most appropriate. All children have a Guided Reading book in which to record activities. Teachers prepare questions from the five NC reading domains using the mnemonic 'VIPERS' to ensure we are targeting *all* key comprehension reading skills:

Vocabulary

Inference

Predict

Explain

Retrieve

Summarise or sequence

'VIPERS' tips, within Reading Logs, and images are used to prompt questioning from teachers, parents and other adults who read with our children. In upper KS2, children working at greater depth become skilled in extending their inference skills using PEE (make a **p**oint, provide **e**vidence from the text and **e**xplain further).

Teachers use assessment data to target specific weaknesses in reading skills eg 'inference' or 'sequence'. These skills are then taught via planned tasks and direct questioning.

What can a visitor expect to see in Nova Primary reading lessons? (EY, Y1 & Y2)

<p>A daily phonics lesson using Letters and Sounds.</p> <p>A mixture of multi-sensory, interactive whole class or small group lessons are planned, according to continuous assessment of progress within each phonics phase. Structure of the lesson is clearly defined: review, teach, learn, apply, review.</p> <p>The articulation of phonemes is correct by all adults.</p> <p>Adults use and model correct phonic terminology throughout the lesson.</p> <p>Children are taught how to self-correct, use a finger to split words into parts, look for chunks in words and look for words inside words.</p> <p>Children should be encouraged to use a finger to track through a tricky word. To develop fluency, they should drop pointing with their finger, once they have got 1:1 correspondence (Level 3-5)</p>	<p>High frequency word sessions.</p> <p>Explicit teaching of high frequency words using a variety of visual strategies for example memory games, flash cards, rhymes and IWB resources.</p>	<p>Whole class English lessons are taught daily through quality fiction, picture books and non-fiction texts.</p> <p>The lesson will include strategies for decoding and comprehension: exploring vocabulary, making predictions and making links between texts. Children will ask and answer questions about what they have read or heard.</p> <p>Children will have opportunities to apply their phonic knowledge and skills in purposeful reading and writing, across the curriculum.</p>
<p>Phonics interventions are timetabled for those children not meeting expectations in YR/Y1/Y2 and into KS2 (Phonics Boxes resources updated July 2020)</p> <p>Reading interventions are timetabled: guided group sessions and intensive 1:1 interventions such as Reading Recovery and BRP.</p>	<p>Children are taught to read and explore texts, beginning with wordless books in YR, in group guided reading sessions closely aligned to their reading level. A teacher works closely with a group of four to six children using a fully decodable book closely aligned to the children's reading level or a wider interest book within that</p>	<p>A daily, timetabled whole class story time session using a range of quality picture books and novels and poetry.</p>

level.

What can a visitor expect to see in Nova Primary reading lessons? (Y3 –Y6)

Teachers plan and teach reading lessons using a carefully chosen selection of reading texts: a whole class novel, information texts linked to the curriculum or children’s interests; quality children’s fiction, songs, texts chosen to highlight diversity, and poetry. We also use visual literacy (images from Pobble 365) to develop discussion, inference and vocabulary skills.

Interventions are timetabled for those children not meeting age related expectations: BRP, PM Benchmarking and 1:1 or small group sessions to target fluency and comprehension.

Example timetable for reading lessons: Y5 4 x 45 minutes daily.

Y5	Monday	Weds	Thurs	Fri
Reading focus Vocabulary check at start of each lesson.	<u>Recapping and retrieval</u> followed by <u>explanation of authorial intent</u> . A PSHE/thinking question at the end.	<u>Inference and Retrieval</u>	<u>Inference and Retrieval</u>	<u>Prediction and summary</u>
Text focus	Class novel	Linked text	Linked text	Class novel
Notes	No new reading of the text. Focus on what has been read and discuss specific extracts of what has been read.	Pupils and teacher reads (teacher hears children read aloud from text/slides)	Pupils and teacher reads (teacher hears children read aloud from text/slides)	No new reading of the text. Focus on what has been read and discuss specific extracts of what has been read.

The whole class novel is read daily for ten to fifteen minutes. Sets of some of our class novels are available so that children can follow as the teacher reads aloud. We *study* the whole class reading book twice a week in whole class guided reading lessons (Monday and Friday). The class teacher plans a range of engaging discussion questions (on slides) in order to cover the following NC reading assessment domains:

V ocabulary **I** nference **P** redict

E explain **R** retrieve **S** summarise or sequence

The class novel should be challenging. The children should be able to access it, but it should be a text that many of the class could not sit and read cover to cover independently.

Only the class teacher should read the class novel aloud so that children get the best possible understanding of it. Teachers should read with correct intonation and expression, modelling an appropriate volume in order to engage the reader.

Some children will still need 1:1 reading sessions/interventions with a teacher or TA within a week. This should happen **in addition** to the reading lesson: simply reading aloud ensures children make progress. Skilled teacher input and guidance will further improve students' reading abilities.

How do we assess in Guided Reading?

- Children's oral and written responses are assessed within the lesson and Reading KPIs are updated at least termly.
- All children should have the opportunity to read to the teacher across the two middle sessions.
- Children record answers in their Guided Reading Journals.
- Children in KS2 self-mark in discussion around answers to GR questioning eg: retrieval, vocabulary and inference.

How do we assess Reading?

All children on Reading Book Bands are benchmarked at regular intervals. Progress is recorded and entered on PITA data sheets three times over the year.

Teachers work closely with TAs. The Benchmarking Folder is updated regularly as staff work 1:1 with children.

Formal assessment using NFER reading papers takes place three times over the year. (Y2-Y5)

Year 6 assess using past SATs papers at regular intervals.