



How we Plan, Teach and Assess

READING

Planning Overview

We want our children to develop a love of reading that will never leave them. We want them to read fluently and confidently in order for them to develop emotionally, intellectually, culturally, socially and spiritually. Reading enables our children to build their knowledge and develop critical thinking skills. All of these skills are essential in helping our pupils to participate fully in society. Reading is the gateway to almost all learning.

As spoken language underpins the development of reading and writing, it is essential that our children hear and use a rich and varied diet of language.



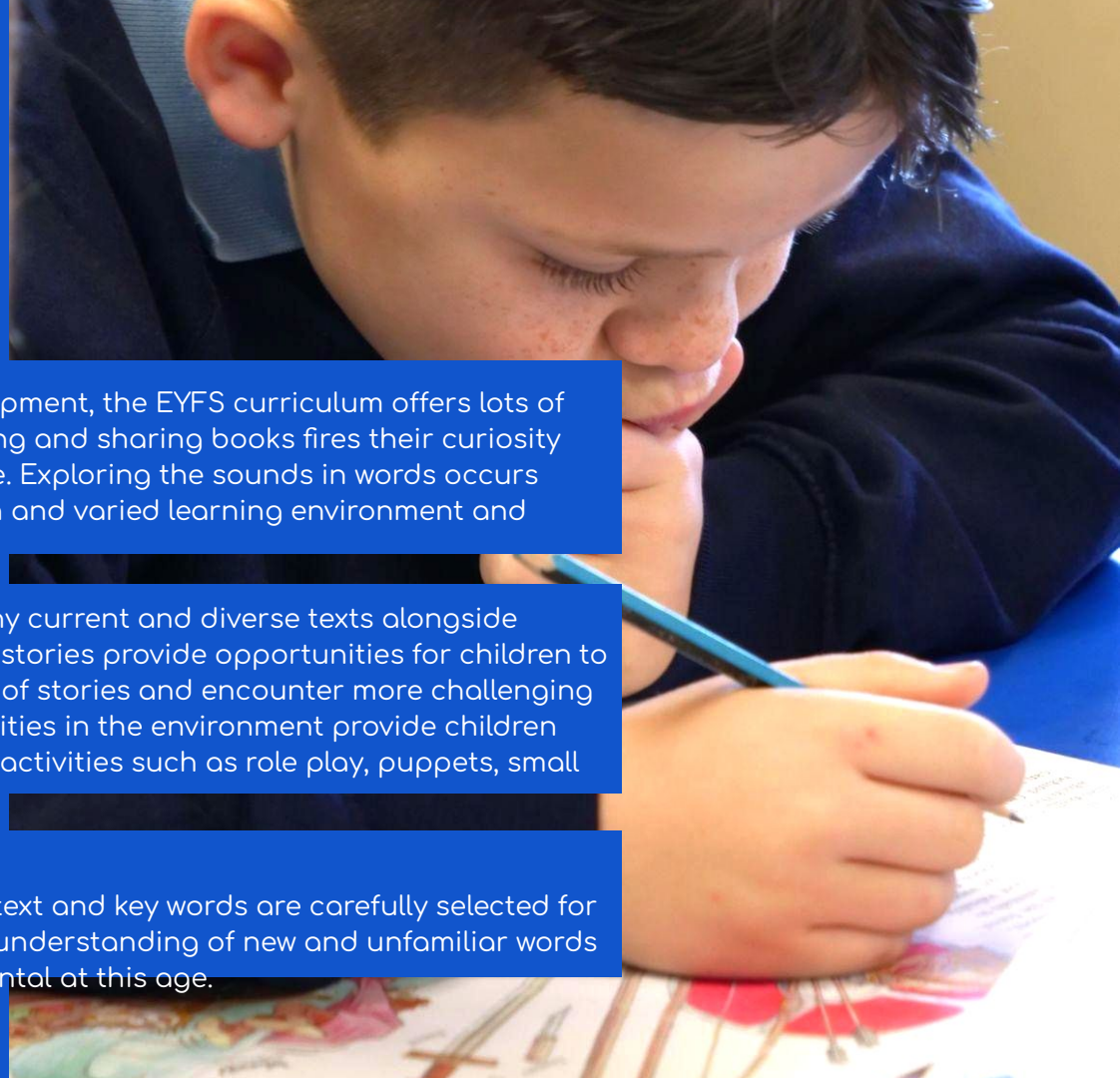
Reading Teaching by Year Group

Early Reading

Underpinned by the seven areas of learning and development, the EYFS curriculum offers lots of opportunities for children to engage with books. Enjoying and sharing books fires their curiosity and imagination and is the start of reading for pleasure. Exploring the sounds in words occurs throughout the day's activities through playing in a rich and varied learning environment and adult-led sessions.

The texts shared are carefully selected and include many current and diverse texts alongside well-loved children's stories and traditional tales. These stories provide opportunities for children to be immersed in the sounds and experiences of a range of stories and encounter more challenging sentence structures, vocabulary and themes. Opportunities in the environment provide children with chances to re-tell these stories through a range of activities such as role play, puppets, small world, story stones and much more.

Our EYFS Learning Journeys are based around a core text and key words are carefully selected for the children to learn. This strategy helps to develop an understanding of new and unfamiliar words and extend the children's vocabulary, which is fundamental at this age.



A close-up photograph of a hand holding a pencil, writing on a book page. The page features colorful illustrations and text. The text visible includes 'STORING FOOD. Fish and meat are preserved by hanging them to dry in salt or by pickling in salty brine. The bark was stored, the rain out!'

Reading Teaching by Year Group

Early Reading (continued)

We recognise reading as a key life skill, which underpins access to the rest of the curriculum. Our aim is for children to read words and simple sentences by the end of Reception; become successful, fluent readers by the end of Key Stage 1 and develop a lifelong love of reading as they move through school

Phonics

We believe that phonics provides the foundations of learning and eases development into fluent reading and throughout EYFS and Key Stage 1, the systematic teaching of synthetic phonics is given a high priority. Through daily, high-quality, whole-class phonics sessions, using the DfE's approved Pearson's Bug Club Phonics Scheme, children learn to segment words to support their spelling ability and learn to blend sounds to read words. We value reading for pleasure and encourage pupils to read for enjoyment; this starts with the foundations of acquiring letter sounds and blending these sounds to read new words. Children enjoy success and gain confidence from positive reading experiences.

Reading at Home

To embed their learning further, our children take home a book each week that matches their phonic ability. Our phonics books have been banded into Bug Club Units and the books our children take home match the phonics unit they are working within. In addition to this, our pupils are encouraged to pick a reading for pleasure book each week after their library session, which is not attached to their phonic phase, but is something they can enjoy at home with their parents / carers.

Reading Teaching by Year Group

Early Reading (continued)

Collaborative Reading

Throughout the week the children participate in various inclusive reading strategies including 'echo' reading, 'choral' and paired reading in order to increase fluency. EYFS start the term with our 'Tales Toolkit' approach and lead into 'Helicopter Stories.' Through helicopter stories, each child gets to tell their own story in their own words. The adult will scribe the story for them, enabling the child to see each word written down exactly as they say it. Their story is then performed to the class by using children in the group. This opportunity allows the children to become real-life story tellers.

Reading Comprehension

Through daily stories and 1-1 reading, children's reading comprehension is developed in the EYFS through discussion and careful questioning by the adult. By reading to the children, the teacher has the opportunity to model fluency, expression, new vocabulary and promote enjoyment. Opportunities to talk about the stories and answer questions will help the children to understand what they have read, make predictions and summarise their thoughts and feelings.



Reading Teaching by Year Group

Reading in Year 1

In addition to a daily phonics session, three whole-class Reading lessons are also delivered each week. These lessons have a clear structure and focus which develops over the course of the year:

- Autumn terms - Phonics and fluency
- Spring terms - Oral teaching of comprehension skills
- Summer terms - Written teaching of comprehension skills using whiteboards

Comprehension skills taught in Year 1:

- Retrieval
- Inference
- Explain word reading

Phonics and Fluency

In the autumn terms, collaborative strategies such as 'choral' and 'echo reading' are used to explicitly model fluency to the children. Each week, a book matching the sounds that have been learnt in the previous week, is displayed on the SMARTboard and shared with the class. Teachers model reading each page aloud to the children, pointing at individual words, segmenting and blending where appropriate - the children then 'echo' each sentence back to the teacher. As the focus of these lessons is on developing reading fluency, the same book is used in all three lessons each week, so that the children can practise repeatedly reading familiar words and phrases.

Comprehension (Verbal)

In the spring terms, an additional element is built into these lessons to support children with developing their comprehension skills. Lessons begin in the same way as outlined above, however, once the text has been read collaboratively by the whole class, the children are then exposed to comprehension questions focusing on the three main reading domains of retrieval, inference and explain (word meaning). For each particular comprehension skill, the pupils are presented with two questions based on the text they have just read as a class. The first question is modelled by the teacher - the teacher reads the question aloud and talks through their thinking, highlighting key words and phrases in the text, so that the children are shown how to effectively answer each question. The children are then able to give this a go themselves with the second question., applying what they have seen from their teacher. At this point in the year, these responses are verbal.

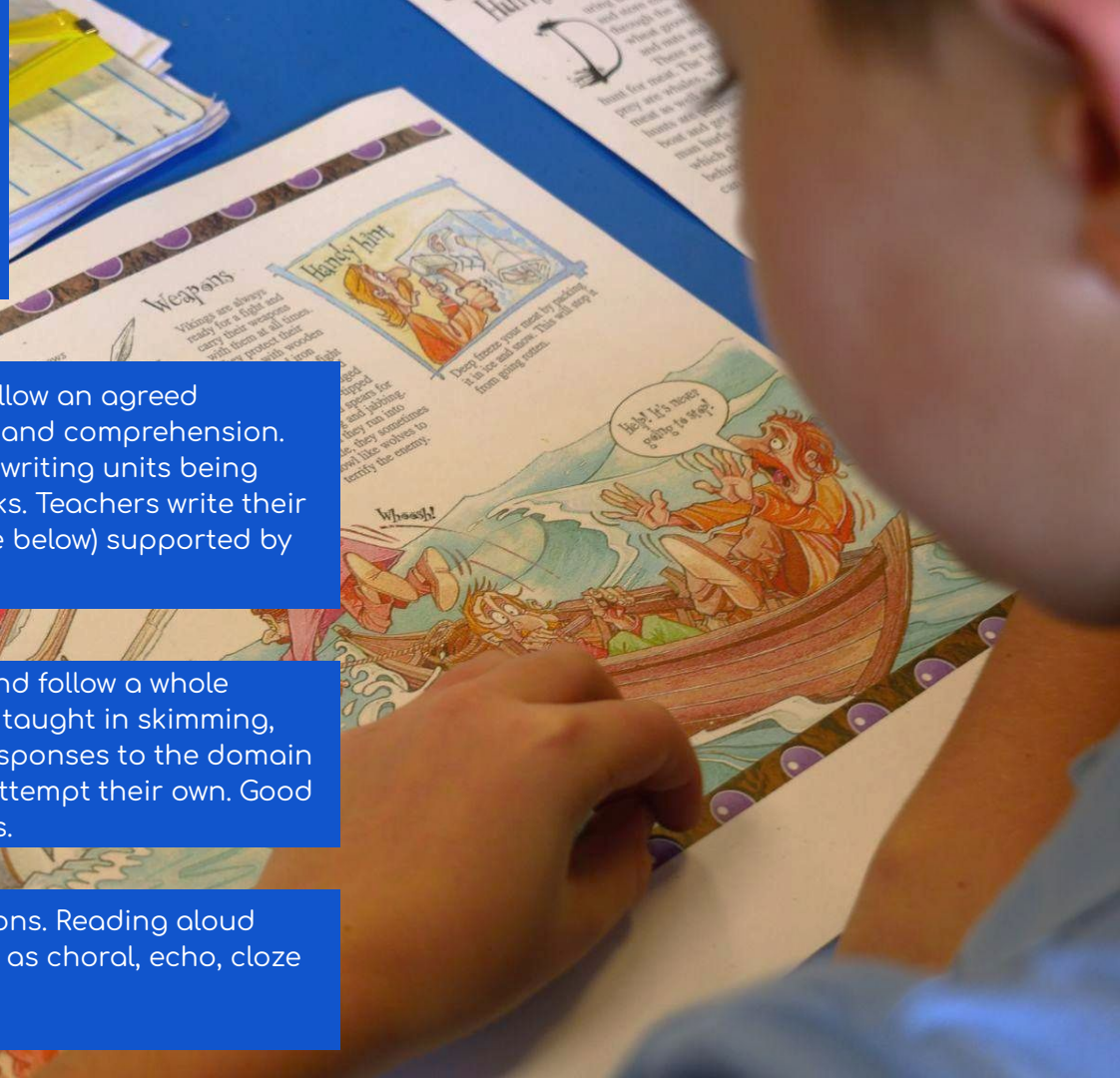
Reading Teaching by Year Group

Reading in Year 1

Reading is taught to the whole class. Reading lessons follow an agreed approach with a focus on collaborative reading, fluency and comprehension. Reading texts and extracts used are often related to the writing units being taught and wherever possible other cross-curricular links. Teachers write their own questions for each of the agreed domains (see table below) supported by suggested sentence stems.

Comprehension lessons are taught three times a week and follow a whole school weekly structure. Over the week explicit skills are taught in skimming, scanning and exploring vocabulary. Oral and written responses to the domain questions are modelled by the teacher before children attempt their own. Good examples are shared with the children as they self assess.

Developing fluency is also a key part of our reading lessons. Reading aloud takes place during these lessons in different forms, such as choral, echo, cloze and jump reading.



Reading Lesson Structure



Year 1 Comprehension Skills to be Taught

- Retrieval
- Inference
- Explain Word Meaning

Year 2 Comprehension Skills to be Taught

- Retrieval
- Inference
- Explain Word Meaning

Lower KS2 Comprehension Skills to be Taught

- Retrieval
- Inference
- Explain Word Meaning
- Prediction/summarising (Term 3)

Upper KS2 Comprehension Skills to be Taught

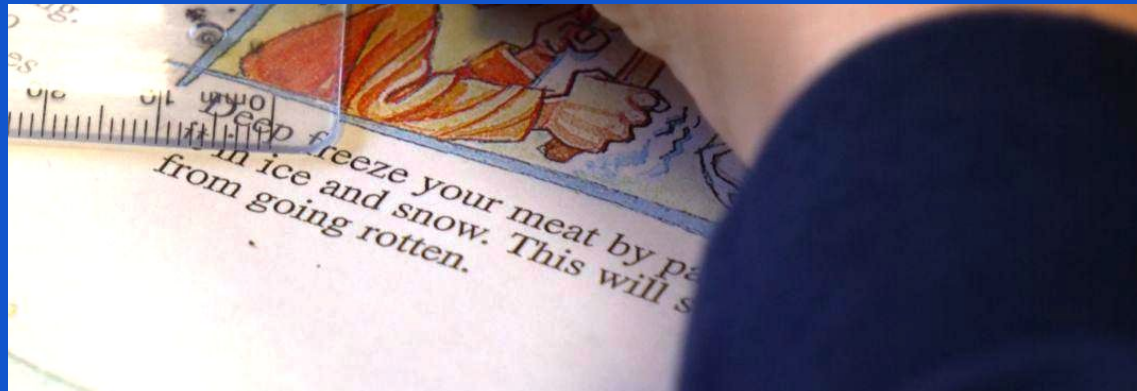
- Prediction
- Retrieval
- Explain Word Meaning
- Choice / Connections/ Comparisons
- Inference
- Summarise

Year 1 Termly Progression for Teaching of Comprehension

- AUTUMN TERMS - Phonics and Fluency Focus Only
- SPRING TERMS - ORAL teaching of comprehension skills
- SUMMER TERMS - Written teaching of comprehension skills; on white boards.

Year 2 Termly Progression for Teaching of Comprehension

- AUTUMN TERMS - Whole class teaching of comprehension skills using whiteboards.
- SPRING TERMS - Term 3 - 1 sheet a week to be completed as a class on lesson 4 with one question per domain.
- SUMMER TERMS - Written teaching of comprehension skills; 2 sheets per week (1 class completed, 1 independent assessment).

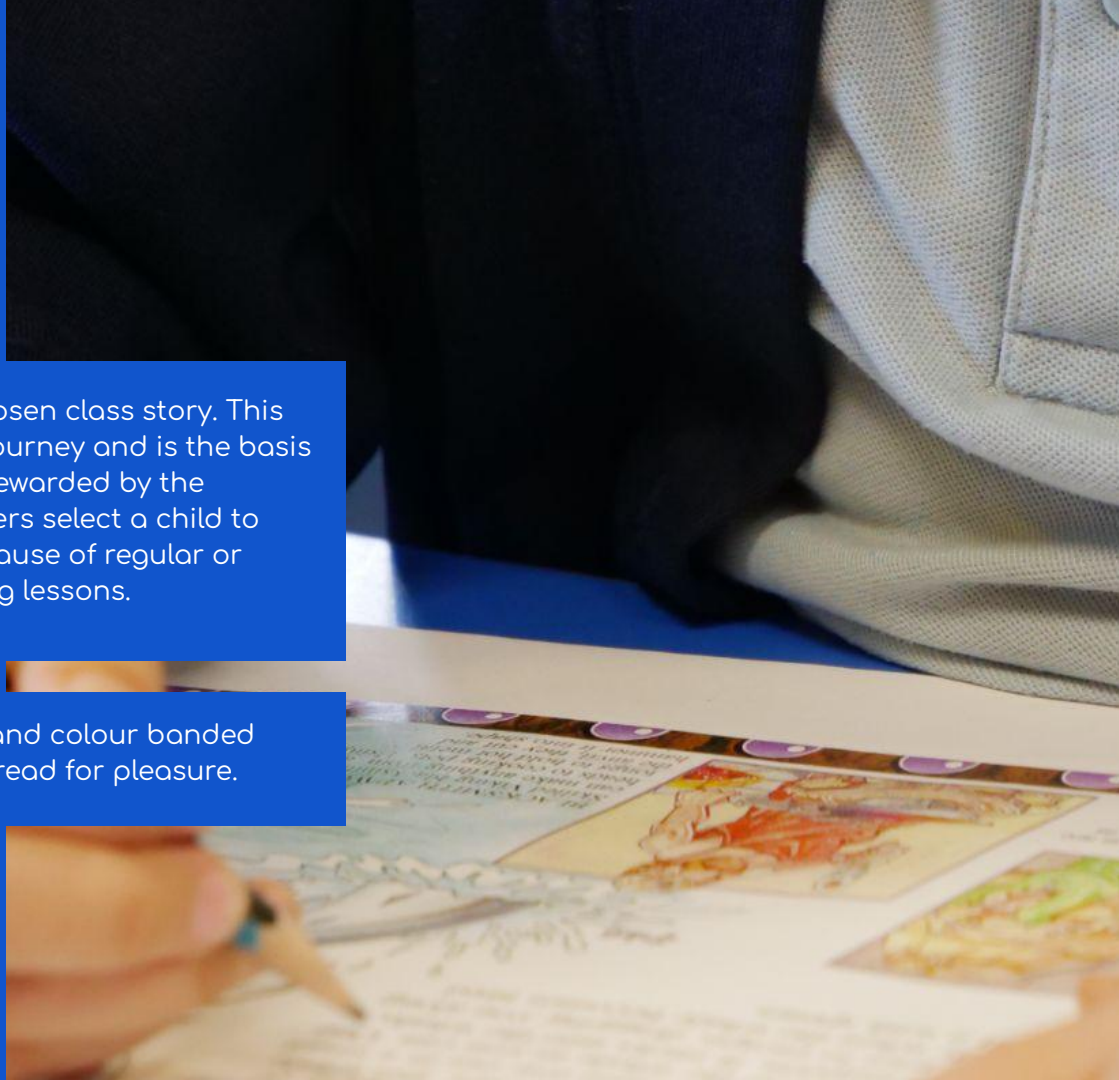


Reading Teaching by Year Group

Reading in Years 1 to 6

Usually at the end of the day, teachers read aloud a chosen class story. This core text can be used as the inspiration for a learning journey and is the basis of the writing lessons. Reading at home is tracked and rewarded by the classteacher. In our Friday Celebration Assembly, teachers select a child to receive the Reading Award Certificate; this could be because of regular or improved home reading or for their responses in reading lessons.

Our stock of books include high-quality phonic-based and colour banded books. In addition to this children take a book home to read for pleasure.



How is the Subject Assessed?

Assessment of Reading In Early Years

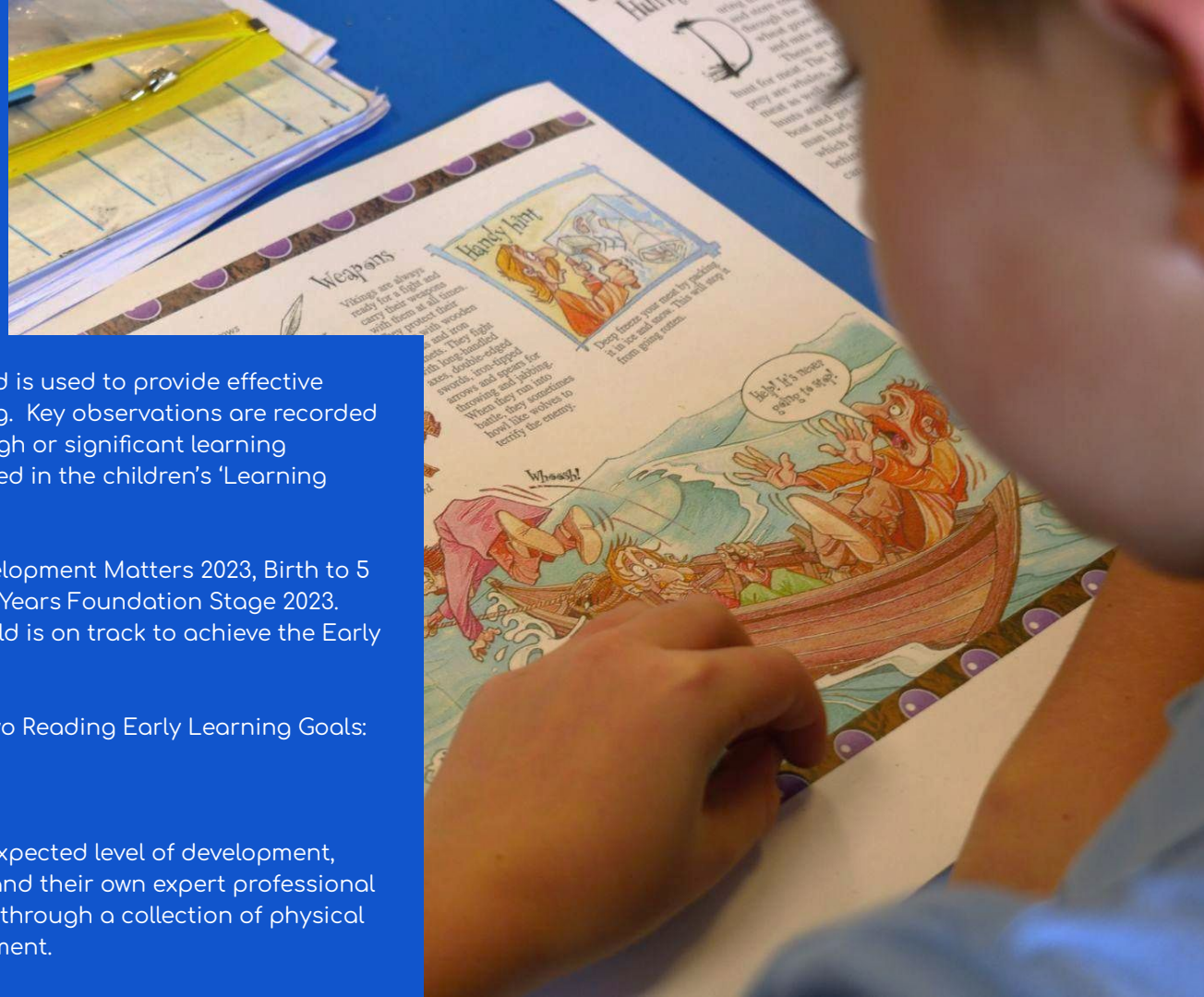
Assessment in the Early Years is continuous and is used to provide effective feedback to help facilitate next steps in learning. Key observations are recorded on Tapestry allowing parents to see breakthrough or significant learning experiences. Evidence of reading is also recorded in the children's 'Learning Journey' folders.

The Curriculum has been developed using Development Matters 2023, Birth to 5 Matters and the Statutory Framework for Early Years Foundation Stage 2023. Assessment across the year looks to see if a child is on track to achieve the Early Learning Goal in each area.

Within the specific area of Literacy, there are two Reading Early Learning Goals:

- Comprehension
- Word Reading

When assessing if an individual child is at the expected level of development, teacher's draw on their knowledge of the child and their own expert professional judgement - they are not required to prove this through a collection of physical evidence. Assessment is always a best fit judgement.



How is the Subject Assessed?

Assessment of Reading In Years 1 to 6

Children are heard reading aloud during their reading lessons to inform decisions about whether a pupil is ready to progress to the next book band level. Movement between book bands are tracked for every pupil on their journey from Year 1 to 6.

All children's fluency is assessed at the beginning of every academic year; intervention is identified as a result of these assessments.



How is the Subject Assessed?

Assessment of Reading In Years 1 to 6

Reading Comprehension skills are assessed on a weekly basis. In Years 3 - 6, children use the skills taught during the week, including skimming and scanning techniques, to complete independent written questions. This same strategy is used in Key Stage 1 through oral responses, until later on in the year. Results inform whole-class teaching of reading comprehension and contribute towards the teacher 'on track' assessment judgement which is entered onto OTrack (the school's online assessment tracking tool) at key points throughout the year.

In addition to the year 2 and 6 statutory assessment tests undertaken in term 5, standardised NFER tests are used at the end of years 3, 4 and 5 as a tool to triangulate final teacher assessment judgements, support transition and inform the teaching of Reading the following year.





How is the Subject Assessed?

Phonics

Phonics is assessed formatively within each lesson and staff continually assess phonics sounds and challenge words during the year using the Phonics Assessment tracker. Daily phonic interventions are provided for those children needing more time to embed these skills. The National Phonic Screening Test takes place in Y1 and then again in Y2 for pupils who do not meet the required threshold in Y1.

Children who did not meet the required threshold in Year 2 will continue to be assessed in Key Stage 2 and will receive intervention to continue to support their phonics.

