



## Reading at Leckhampton C of E Primary School

### Introduction

At Leckhampton C of E Primary School, reading is at the heart of all children's learning. We are deeply committed to developing a love of reading and our children have access to a range of texts, which have been carefully planned across the years. Our reading books, sourced by our Reading Champion, are a key driver for developing cultural capital and we introduce children to communities and experiences, which broaden and deepen their understanding of the world. Children have opportunities to develop their reading skills as well as time to read for pleasure. Children hear teachers read every day, in all year groups and children read to others – reading is part of each school day and we love it!

### Reading Friends and Teacher Stories

On Friday mornings, the whole school comes together to take part in reading friends or teacher stories. Children are partnered with a child from another year group and they enjoy spending time together reading and sharing books or teachers from across the school share a story with another class. The children really enjoy spending time together with other members of the school family.

### Reading Scheme and Books

We use the Collins Big Cat Reading Scheme to start children off on their reading journey, supported by carefully chosen class texts, which reflect the themes they study. Teachers use these fully decodable books, aligned to our Phonics Scheme *Letters and Sounds*, to teach children the building blocks of reading. We quickly identify children who need additional support in phonics and ensure that a planned programme is put in place to help them catch up. By the time most children reach the end of the Autumn Term in Year 4, they are ready to access the rich texts as part of whole class reading. Teachers carefully transition pupils into whole class reading and ensure that they are ready for this next importance stage in their learning.

### Reading Interviews

When learning to read, children need to practice and put their newly acquired phonic knowledge to the test. In order to do this, teachers and teaching partners conduct reading interviews, which enable staff to assess what children know and where they need to go next. This is what has been traditionally referred to as "hearing readers" however, the process is much more in depth than just hearing a child read.

### Reading for Pleasure

It is not unusual to see books piled on the children's desks in their classrooms in anticipation of a quiet moment to read. Children have unrestricted lunchtime access to the library each day, which is managed superbly by our Year 5 Junior Librarians. Reading for Pleasure is scheduled into the timetable for each year group and we use any opportunity we can to promote reading and the many benefits it brings.

### Reading at Home

Reception – Reading scheme books are changed at each reading session and will be sent home for a child to practise. A book may not be changed within the same week if the child has not mastered the sounds or words.

Years 1 and 2 - Children take home a reading scheme book that is matched to their reading band.

Years 3 to 6 - Children may continue to take home a reading scheme book to support their reading development or may utilise texts from a reading scheme designed for older children. When they are ready, children move away from

the reading scheme and select books of their choice, supported by the class teacher. Children often bring in books from home, however our school library is available for all pupils.

### **My Home Reading Record**

Reading records will be a journal of the child's reading at home. Teachers will not write in reading records, however they will be taken in by KS1 teachers to read comments written by parents as part of the reading session. In KS2, reading records will be checked weekly. If parents raise concerns through the reading records teachers will contact the parents directly for a further discussion. Recommended reading lists will be issued to parents at the start of the year for Year 3-6 should parents wish to further develop reading at home.

### **Planning**

Teachers use the National Curriculum Programmes of Study and KPI's from the school's assessment system to plan sequences of lessons in reading, in line with our long term curricular intent. Clear short/medium term plans are produced by teachers, which clearly identify the learning outcome and relevant tasks. Planning is monitored and evaluated by the English Subject Team, supported by the English Lead Governor.

### **Assessment**

Teachers record pupil attainment and progress using our online system Target Tracker. We use NFER Reading tests as a means of supporting teacher judgement 3 times a year; however ongoing assessments take place to ensure that children are meeting the KPI's for each year group. Our assessment tool enables teachers to track both individual and group gaps in learning and to plan interventions through their termly action plans. Regular Year group and phase moderation takes place to ensure consistency in teacher judgements across the school.

### **Guided Reading**

Guided reading is a teacher led, direct taught session, which links to our reading KPIs. These sessions are carefully planned by teachers and across the week, all children should have access to a high quality, taught reading session with the class teacher. In KS1, Big Cat books are used in guided reading sessions. From Years 3-6, rich texts are used in guided reading session.

### **Reciprocal Reading**

Reciprocal reading refers to an instructional activity in which the children become the teacher in small group guided reading sessions. Teachers teach children to guide group discussions where children take turns to assume the role of teacher. In each group there is a:

**Leader:** The Leader decides who will do what. They are in charge! The Leader introduces the text and must try to ensure everyone is joining in and following.

**Predictor:** The Predictor makes predictions about the text. They use information from what they already know or have experienced to predict what will be in the text. They gather ideas from the group about what will happen before they read.

**Visualiser:** The visualiser helps the group to understand how the author uses sentences and words to paint a picture in the reader's imagination, thereby helping them to further understand the text.

**Clarifier:** The clarifier helps the group to identify unknown words or ideas that are more complex. They help the group to understand the text.

**Summariser:** The summariser helps the group to identify what the text is mainly about. They provide a summary of the text.

**Questioner:** The questioner asks questions about the text using questions to encourage higher order thinking.

### **Whole Class Reading**

The text chosen will be at a higher level than the independent reading and comprehension ability of the children in the class. Teachers model the reading effectively i.e. good use of intonation, movement and expression and read for most of the time during whole class reading. Teachers may ask children to repeat key phrases or to read a section aloud to assist with the teaching of fluency. New or unfamiliar vocabulary is introduced and explicitly taught at the start of whole class reading sessions. Levels of engagement are high and this is achieved by interspersing reading with discussion and pupil tasks. The tasks relate directly to the text and scaffolded according to need. Teaching reflects the Teaching and Learning principle of “right question, right time”. High quality questions deepen pupils’ understanding of the text in terms of composition and effect and teachers model stem sentences for answering questions about the text.

### **Reading across the year groups**

#### **Reading in Year 1**

In Year 1, children work with the Teacher and Teaching Partner during Guided reading sessions. When not working with an adult, the children are involved in learning tasks, which develop and deepen key reading skills. One session a week is dedicated to reading for pleasure where children have the freedom to enjoy books of their choice. In Term 6, teachers begin to prepare children for reciprocal reading by introducing the roles and responsibilities.

#### **Reading in Year 2**

In Year 2, children work with the Teacher and Teaching Partner during Guided reading sessions. When not working with an adult, one group of pupils runs reciprocal reading and the other children are involved in learning tasks, which develop and deepen key reading skills. One session a week is dedicated to reading for pleasure where children have the freedom to enjoy books of their choice.

#### **Reading in Year 3**

In Year 3, children work with the Teacher and Teaching Partner during Guided reading sessions. When not working with an adult, one group of pupils runs reciprocal reading and the other children are involved in learning tasks, which develop and deepen key reading skills. One session a week is dedicated to reading for pleasure where children have the freedom to enjoy books of their choice.

#### **Whole Class Reading Year 4, 5 and 6**

In Year 4, children continue to work with the Teacher and Teaching Partner during Guided reading sessions. When not working with an adult, one/two group/s of children runs reciprocal reading and the other children are involved in learning tasks, which develop and deepen key reading skills. One session a week is dedicated to reading for pleasure where children have the freedom to enjoy books of their choice.

Generally, by the end of the Autumn term, when the teacher feels the children’s fluency is secure, they will move to working with a whole class text. Teachers ensure that pupils who require specific support receive the necessary interventions to enable them to catch up.

In Year 5 and 6, two 1-hour sessions will be delivered as whole class reading sessions, with three 30 minute guided sessions during the week. These guided sessions enable teachers to utilise pre and post teaching to further challenge and support children as well as offering opportunities to complete reading and writing tasks linked to the whole class text. One 30-minute session a week can be dedicated to reading for pleasure where children have the freedom to enjoy books of their choice. Teachers in Year 5 and 6 have the flexibility to adapt their sessions in line with the text they are focussing on and their rationale and learning outcomes will be made clear in their planning.

#### ***Timetable of Whole-Class Reading***

	Mon	Tue	Wed	Thur	Fri
<b>Allocation of time per day:</b>	1 hour whole class reading	30 mins guided reading	1 hour whole class reading	30 mins guided reading	30 mins guided reading

### Teaching Strategy - VIPERS

Across Year 4, 5 and 6, teachers will plan questions and activities related to their whole class text using **VIPERS**. VIPERS is a range of reading prompts which support the teachers in the planning of high quality questions to ensure that all of the main comprehension skills are covered in a single session. Alternatively, teachers can focus on one of the domains in one session, ensuring that all areas are covered over a period of time. The table below details a number of possible questions stems to aid planning.

<p><b>Vocabulary</b> Give/explain the meaning of the words in context.</p>	<p><b>Infer</b> Make inference from the text/explain and justify using evidence from the text.</p>
<ul style="list-style-type: none"> <li>• What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>• Which word tells you that....?</li> <li>• Which keyword tells you about the character/setting/mood?</li> <li>• Find one word in the text which means.....</li> <li>• Find and highlight the word that is closest in meaning to.....</li> <li>• Find a word or phrase which shows/suggests that.....</li> </ul>	<ul style="list-style-type: none"> <li>• Find and copy a group of words which show that...</li> <li>• How do these words make the reader feel? How does this paragraph suggest this?</li> <li>• How do the descriptions of ..... show that they are .....</li> <li>• How can you tell that.....</li> <li>• What impression of ..... do you get from these paragraphs?</li> <li>• What voice might these characters use?</li> <li>• What was .... thinking when.....</li> <li>• Who is telling the story?</li> </ul>
<p><b>Predict</b> Predict what might happen from the details stated and implied.</p>	<p><b>Explain</b> Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the texts.</p>
<ul style="list-style-type: none"> <li>• From the cover what do you think this text is going to be about?</li> <li>• What is happening now? What happened before this? What will happen after?</li> <li>• What does this paragraph suggest will happen next? What makes you think this?</li> <li>• Do you think the choice of setting will influence how the plot develops?</li> </ul> <p>Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text</p>	<ul style="list-style-type: none"> <li>• What structures has the author used?</li> <li>• What is the purpose of this text feature?</li> <li>• Is the use of ..... effective?</li> <li>• The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>• What is the author's point of view?</li> <li>• What affect does ..... have on the audience?</li> <li>• How does the author engage the reader here?</li> <li>• Which words and phrases did ..... effectively?</li> <li>• Which section was the most interesting/exciting part?</li> </ul> <p>How are these sections linked</p>
<p><b>Retrieve</b> Retrieve and record key information/key details form fiction and non-fiction.</p>	<p><b>Summarise</b> Summarise main ideas from more than one paragraph.</p>
<ul style="list-style-type: none"> <li>• How would you describe this story/text? What genre is it? How do you know?</li> <li>• How did...?</li> <li>• How often...?</li> <li>• Who had...? Who is...? Who did...?</li> </ul>	<ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after .....</li> <li>• What was the first thing that happened in the story?</li> </ul>

<ul style="list-style-type: none"> <li>• What happened to...?</li> <li>• What does.... do?</li> <li>• How ..... is .....</li> <li>• What can you learn from ..... from this section?</li> <li>• Give one example of.....</li> </ul>	<ul style="list-style-type: none"> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> <li>• In what order do these chapter headings come in the story?</li> </ul>
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### Lesson Structure:

This will vary from one lesson to the next depending on the focus of teacher's questioning. However, a simple lesson structure is set out below as a guide:

<b>Introduction:</b>	<ul style="list-style-type: none"> <li>• Teach new vocabulary</li> <li>• Teach geographical/historical contexts if necessary</li> </ul>
<b>Read:</b>	<ul style="list-style-type: none"> <li>• Teacher reads chosen chapter/extract modelling intonation, meaning, expression, movement and characterisation.</li> <li>• Children follow with their own copy of the text. Children can use rulers to follow line by line.</li> <li>• Children to repeat phrases and extracts to practice fluency.</li> <li>• During the reading, teachers decide when it is the right time to ask the right question.</li> <li>• Teachers intersperse reading with a selection of VIPER questions.</li> </ul>
<b>After the reading:</b>	<ul style="list-style-type: none"> <li>• Children to respond to questions with a verbal/written response.</li> </ul>

### Conclusion

We hope that our Reading Guidance clearly demonstrates the school's commitment to reading, as well as the systems in place to support teaching and learning in this crucial area. The English Team work closely together to monitor and evaluate reading provision across the school, ensuring that our children not only reach the highest standards but that they develop a lifelong love of books and reading.