



How We Teach Reading

Intent

At Belswains Primary School, we believe reading is at the core of many curriculum areas. We want to enable our children to read in order to unlock their learning and encourage a lifelong love of reading. We encourage children to read a wide range of both fiction, non-fiction and poetry to develop knowledge of themselves and the world in which they live. By the end of their time at Belswains Primary School, we aim for all children, regardless of their background to be confident fluent readers in any subject in their forthcoming secondary education.

Implementation

At Belswains Primary School, we are following the Herts for Learning Reading Toolkit which works alongside the National Curriculum. The teaching of reading is progressive throughout the school and reading is at the core of our curriculum. The Herts for Learning planning platforms are used to support teachers in their planning and the TAFS (teacher assessment frameworks) support teachers in assessing the level at which the children are working. Through daily whole class reading sessions, children are provided with a variety of ways to acquire and consolidate their reading skills.

Phonics/Early Reading:

The systematic teaching of Phonics through Read Write Inc. is a high priority throughout Early Years and Key Stage One. Phonics is taught daily to all Early Years and Year One pupils. Where there is a need, phonics is continued in subsequent years. Children in Reception and Year 1 are assessed half termly; to assess the phases of phonics they are working within, using our Phonics tracker. This is used to enable the identification of gaps and address these to best meet the children's needs. In Year 1, there is the statutory phonics screening check in June. Any children who do not pass this test will be given extra support and retake the test in Year 2. The phonics screening is designed to give teachers and parents' information about children's progress in phonics and help identify pupils who need extra support.

Reading Schemes:

At Belswains Primary School, we use J Read Write Inc books that directly match the order in which the sounds are taught. For those children who have completed the Read Write Inc phonics scheme, we supplement these with a collection of carefully selected books from other schemes to provide a wide variety of texts to match children's ability and interest levels. All books are organised in order to ensure progression and challenge for all children. Each child's book will be determined through teacher assessment; based on fluency and comprehension ability to ensure children are reading for meaning. Children should be able to decode 95% of their book, be able to talk about it and answer a range of questions before being moved up a level.

Reading Lessons:

Class Reading sessions are planned and adapted by all teachers in order to meet the needs of their cohort of children. They aim to teach a range of skills and techniques which enable children to comprehend the meaning of what they read and develop their understanding of the vocabulary used by authors. A text should be chosen that is at an appropriate level for most children (ensuring that scaffolds, differentiation or extra support is put into place for those children who will find the text more difficult to access), with elements of challenge. Discrete sessions take place alongside English lessons. The teachers will use the Herts for Learning planning platforms in order to plan lessons, which should be planned onto the weekly planning format for reading (located in the English subject leader folder of the staff "T" drive). Teachers will then use a TAF appropriate to their year group, in order to assess each reading group, within their class, termly. An example of Year 5 weekly planning lesson can be seen in Appendix 1. All classes have a whole class reading folder. This contains the plans for that week of teaching along with the planning platforms and TAF for the appropriate year group.

Activities in guided reading might take a number of forms including, but not limited to:

- Echo reading: adult reading short phrases/sentences aloud modelling expression which the children 'echo' back altogether.
- Independent reading/peer reading: with adults moving to hear focus children.
- Discussion based task: children discussing questions/predictions etc with adults floating round to hear ideas and challenge as appropriate.
- Multiple questions: questions displayed on the board answered with hands up/white boards for quick assessment.
- Comprehension sheets: SATs style, whole class verbally, pre-made resources, written questions completed independently/through peer discussion and then answers marked together in a following session to model finding the answers within the text.
- Written activities: written predictions/summaries following discussions or visualising activities where children draw and label a certain part of the text using description from the text.

- Sequencing events: this may involve drama to retell a story or SATs style 'number the events correctly' questions.
- Close read: zoom in on a smaller section (highlight key words: NC list/topic words/focus words), add notes based on class needs (synonyms, meanings, author intent, inference, etc).
- Prediction.
- Prove it! Find/highlight quotes to prove and disprove.
- Character summary/mind maps.
- Vocab practise from earlier in the week.
- Mood/emotion tracking.
- Comparing opinions.
- Visualising – take a description, can the children draw it accurately and label interpreting the language.
- Character descriptions – match to story/name/compare.
- Write in character (letter/diary summarising the extract).
- True or false/always sometimes never.
- Thought bubbles/perspective work.

Individual Reading:

Early Years and Year 1 staff listen to individual children read on a weekly basis where their home reading record is checked and staff ensure children are reading a correctly matched book to their ability. Children are encouraged to reread texts to develop both fluency and comprehension. In Year 2, staff listen to individual children read on a three weekly basis where their home reading record is checked and staff ensure children are reading a correctly matched book to their ability. Priority readers are heard on a weekly basis. In Key Stage Two, reading records are monitored weekly and priority readers are heard within school. Parent helper readers are encouraged across the school to support individual reading.

Reading at Home

It is our expectation that children read at home out loud to an adult for 10 minutes, at least 3 times a week, discussing what they have read to ensure understanding. Parents/carers are expected to sign their child's reading record each time and make any relevant notes, which is then checked weekly by the Teaching Assistant or Class Teacher. In Upper Key Stage 2, as well as the time reading aloud with an adult, children are encouraged to read for longer and spend some time reading independently. Any child who has not read at home is supported within school. Rewards are given to those children who read regularly at home.

Promoting reading for Pleasure

Each class takes part in an ERIC (everybody read in class) session once a day. This session is adapted to suit the age group and needs of the class. The idea being that everybody in the class is asked to read a book for enjoyment. In the younger years, this could include the teacher reading a book for enjoyment to the rest of the class. The teacher is then encouraged to have some discussion around the books that the children are reading and recommend books to others in the class.

Each week all classes have access to two library slots to borrow books in addition to their regular reading books. In the library, there is a “My teacher recommends” display where a teacher will recommend two of their favourite books (one aimed at EYFS/KS1 and one aimed at KS2). This will be changed every half term. All classrooms have inviting reading areas, with a range of texts available. The children can choose from subject-specific books and other age-appropriate reading for pleasure books. High level vocabulary will be encouraged throughout the school and each class will have a word of the week (with the meaning displayed) that is to be used by the children in their writing. These “words of the week” are then stuck on the back of the children’s chairs at the end of the week for the children to refer to.

The children will have a chance to take part in enrichment activities on themed days such a World Book Day and days where the whole day is themed around one book or topic. Author visits are encouraged throughout the year. The children are encouraged to take place in the Summer and Winter challenges that are organised by the local library and these are celebrated in school assemblies.

Appendix 1

Weekly Reading Plan		
Week Beginning: 19.04.21	Text: Flight From Ledron	Term: Summer 1
Monday	LO: I can begin to adapt my predictions in light of new information. Read Chapter 15. Discuss what has happened to Marco- is this what we predicted yesterday? Now that we	Ch 1- Discuss as a group how this chapter changes what we thought would happen (TA). Ch 2- write a paragraph explaining how their predictions have now changed.

	<p>know what has happened- does this change what we thought yesterday?</p>	<p>Ch 3- write a paragraph explaining how their predictions have now changed. Ensure that they refer to the text.</p>
Tuesday	<p>LO: I can use a range of drama techniques in order to explore a character.</p> <p>Read Chapter 16 up to the footprints on page 129. Discuss with the children- what do you think Amon might say to Lydia? How will she react? Model part of a conversation between the two characters.</p>	<p>Children are to work in mixed ability groups in order to act out the conversation between Lydia and Amon. Once they have done this, read the rest of the chapter and discuss.</p>
Wednesday	<p>LO: I can ask questions in order to improve my understanding.</p> <p>Read Chapter 17. Pause at the footprints on page 137 and discuss the image "her voice as soft as a little child's". Discuss what image the author is trying to portray in this simile. At the end of the chapter, discuss Amon's confusion and inner turmoil. Discuss what questions we would like to ask him at this point.</p>	<p>Children are to record three questions that they would like to ask Amon. Share and discuss the questions. Have a go at hot seating their buddies in order to answer some of their questions.</p>
Thursday	<p>LO: I can discuss language choices used by the author and the effect that they wanted to achieve.</p> <p>Read Chapter 18. Pay particular attention from page 144 to the end of the chapter. Discuss how the author wants you to feel during this section. How does the author achieve this? Draw on the English topic of suspense writing to help with children's analysis.</p>	<p>Ch 1- work with teacher. Highlight points from the text that build up the suspense of the moment.</p> <p>Ch 2- Children are to choose 5 words or phrases used by the author in order to create suspense. Copy them into their books and explain how.</p> <p>Ch 3- Children are to choose 5 words or phrases used by the author in order to create suspense. Copy them into their books and explain how. Use point, evidence, explain to format their answers.</p>
Friday	<p>LO: I can use tentative language when exploring a dilemma.</p>	<p>Children are to write a note to Amon advising him on what they</p>

	<p>Read Chapter 19. Discuss with the children the dilemma presented to Amon. Does he wait for Marco? Do they trust Hester? Discuss with the children what they think Amon should do. What are his options? What could be the consequences?</p> <p>Mini-plenary- record for and against arguments on flip chart for waiting for Marco ready for a debate on Monday.</p>	<p>think his course of action should be.</p> <p>Ch 1 – use a template. Ch 3- refer to opposing opinion in their answer but giving reasons why their choice is better- e.g. I know you could wait and this would be a loyal course of action but....</p>
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