

Reading Strategy

Reading is at the heart of the curriculum and proficiency in reading is vital for pupils' success. Pupils must be able to read fluently and skilfully to fully access subjects across the curriculum. Yet reading is much more than this. It grows our knowledge of a diverse world, allows us to visit places we may never physically go to and develops our compassion and empathy.

The Reading Strategy has been written to support our schools to deliver a high-quality reading curriculum using best practice as described in the DfE's 'The Reading Framework', research-based evidence and from what is already happening in our Epworth schools. It aims to ensure our pupils achieve well in reading and become life-long readers. It sets out an approach to teaching and learning for the following areas:

- Phonics
- Developing fluency
- Reading comprehension
- Developing a love of reading
- Reading across the curriculum

The Teaching of Reading

The National Curriculum programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- Word reading
- Comprehension (both listening and reading)

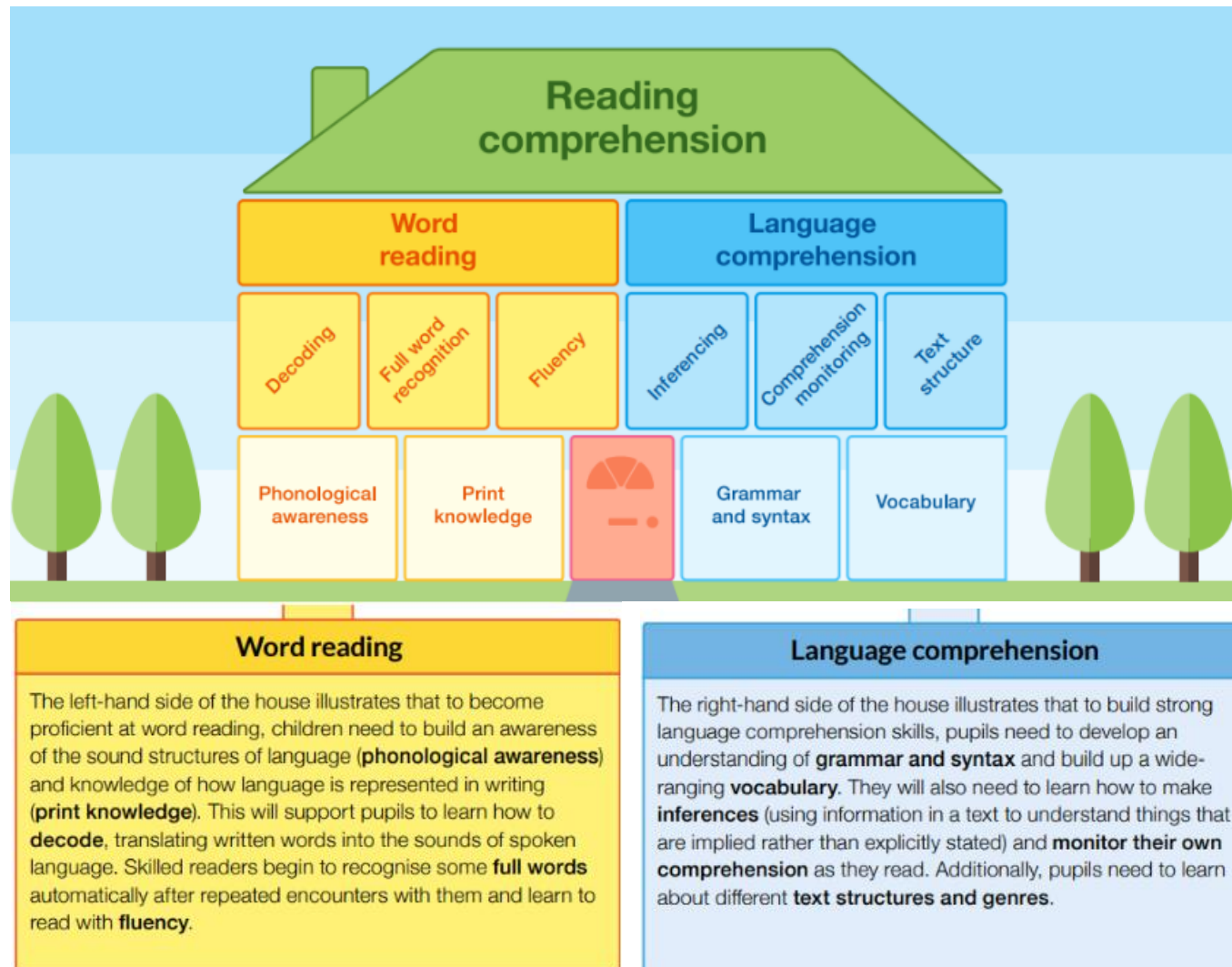
It is essential that teaching focuses on developing pupil's competence in both dimensions; different kinds of teaching are needed for each.

The Education Endowment Foundation (EEF) uses the 'Reading House' model to explain this.

Reading comprehension

The goal of teaching reading is to enable children to comprehend written texts. To do this, pupils need to build both **word reading** and **language comprehension** skills. These two key components of reading are supported by a broad academic consensus and underpinned by research evidence.

The 'reading comprehension house' below illustrates that word reading and language comprehension are underpinned by a number of other building blocks of reading. These component parts build on one another and connect together as children learn to read.



At Nutgrove Methodist Primary School, we communicate these principles through our simple and memorable reading motto: the *Thrill, Will and Skill* of reading.

This provides a shared language for understanding that becoming a successful reader requires both the skills needed to read proficiently and the desire and motivation to read regularly. We want our children to build a genuine love of books and stories.



Phonics

The EEF considers synthetic phonics to be one of the most secure and best evidenced areas of pedagogy and recommends all schools use a systematic approach to teaching it.

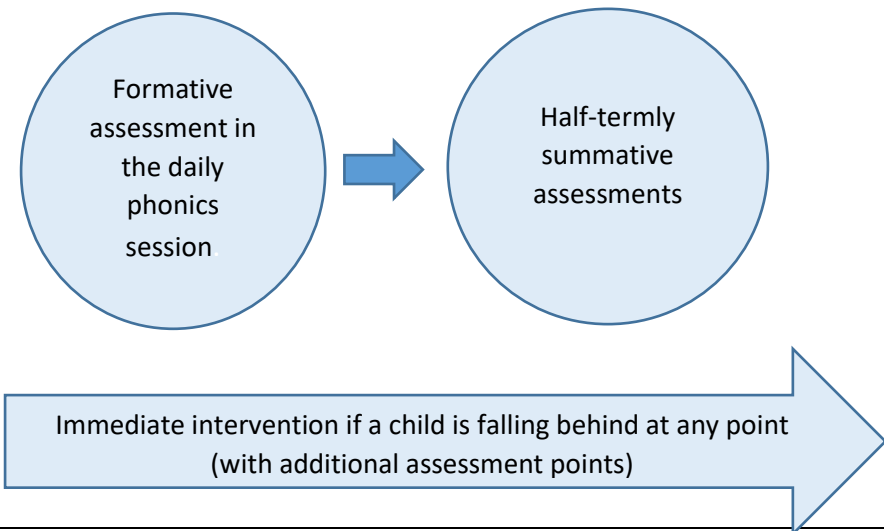
Each school in the trust will have chosen its own systematic synthetic phonics programme. These programmes will have some things in common: they teach pupils grapheme-phoneme correspondence (GPCs), to blend phonemes into spoken words and segment spoken words into phonemes. However, each programme will have their own systems and terminology.

At Nutgrove Methodist Primary School, we use Little Wandle as our Systematic, synthetic Phonic Scheme.

This section sets out the key principles that should be present in each school.

The school has adopted a systematic synthetic phonics programme for all pupils who are learning to read.	Schools may choose their own phonics scheme. The scheme must be taught with fidelity . Use the actions, key words, terminology and routines from this scheme only including Rapid Catch Up and Keep Up programmes.
---	--

Staff are trained in the chosen phonics programme.	All staff should receive training in their chosen phonics programme. This might be: • Online or in-person training sessions from a trained provider of the scheme • Training provided by the school's phonics lead For new members of staff, training should be part of their induction. All staff, even if they do not directly teach phonics, should be trained in the fundamentals of phonics and the school's chosen scheme to enable them to have consistent strategies to use with children who may still need phonics support.
Direct teaching of phonics takes place every day for all children from the start of Reception until they can decode.	Daily phonics sessions should begin as soon as children start Reception. They are also vital for pupils of all ages who are still learning to read. Careful consideration should be given to how best to support the most vulnerable learners i.e. maximising the amount of teachers time with those most vulnerable, accessing learning within the classroom setting, not leaving to work in less suitable spaces.
Children practise reading only with books that are decodable.	Decodable books allow children to practise their increasing knowledge of GPCs and their blending skills in meaningful contexts. They will allow children to experience success from the very beginning. Children should still have access to other books that will enhance their language and comprehension, and will develop their love of reading. However, these will be read to the children.
The organisation of books is matched closely to the order in which the phonics programme introduces GPCs and exception words.	So that beginner readers read books at the right level of difficulty, teachers should make sure their organisation of these books is matched closely to the order in which GPCs are introduced in their phonics programme.
Children should 'keep up' not 'catch up'.	Pupils who fail to learn to read early on start to dislike reading. Pupils need to keep up with their peers rather than catch up later. Children who make insufficient progress need extra help and support from the beginning. This support needs to be in addition to phonics sessions and delivered by a well-trained adult. Leaders should ensure these reading interventions are prioritised.

	Children will access 'Keep Up' Little Wandle phonics programme in EYFS and Year 1 then 'Rapid Catch Up' Little Wandle phonics programme in Year 2 if needed.
Teachers regularly assess pupils' progress in phonics.  <pre> graph LR A((Formative assessment in the daily phonics session)) --> B((Half-termly summative assessments)) A --> C[Immediate intervention if a child is falling behind at any point (with additional assessment points)] B --> C </pre>	Assessment points vary depending on each scheme. Assessments should pinpoint any gaps exactly, including whether the pupil needs help in learning GPCs, sounding out words or reading words 'at a glance', and their speed and fluency in reading texts. Individual records of progress, not group records, are vital particularly for those who are at risk of not meeting the expected standard of the phonics screening check as well as for older pupils who are not proficient in word reading. Assessment through Little Wandle is regular and cumulative through half-termly assessments which is responsive, using daily assessment to identify pupils needing support. Supported by Keep-up interventions in Reception and Year 1 then extended through Rapid Catch-up assessments and interventions for Year 2+ pupils who are not yet reading fluently and at age-related expectations.
Parents understand how to help their child learn to read.	Parents' meetings are needed to explain how reading is taught so they are able to help their child with phonics when reading at home. Workshops take place annually, support given at parents evening and via our school website to support reading at home.

Monitoring of phonics

Senior leaders alongside the phonics/early reading lead have key roles to play in monitoring the teaching of phonics and the progress that the children are making. They need to ensure all children are making expected progress in their phonic knowledge and skills, and appropriate interventions are used for children requiring extra support.

"It is the responsibility of school leaders to ensure that the teaching of reading is as effective as possible and that a programme of systematic synthetic phonics is implemented successfully." *DfE Reading Framework*

Leaders need to have high ambition for all children to secure decoding skills at the soonest point and prioritise this consistently so that children can fully access the KS2 curriculum.

Monitor the progress of all children.	Assessment needs to be reviewed regularly by the senior leadership team alongside the phonics lead, so they know the children who are
--	---

	making expected progress and those who are not making expected progress. Leaders need to play a key role in monitoring progress.
Ensure appropriate support is put in place for pupils not making expected progress.	Leaders need to be responsive in ensuring appropriate and rapid catch up is in place at the soonest point. Discussions need to take place between senior leaders, phonics lead and class teachers regarding appropriate support for children who are not on track. This support needs to take place in addition to the daily phonics sessions and impact reviewed regularly. Leaders should support timetabling to enable this to be prioritised. What are the barriers to learning for each individual child? Do they need extra practise with segmenting and blending? Do they need to revisit certain phonemes?
Closely track the pupils requiring extra support.	In addition to ongoing discussions, discuss these pupils in pupil progress meetings. Monitor the impact of the interventions. What are the next steps for these pupils? Have effective, individual tracking in place to facilitate precision in this area.
Monitor the progress of Y2 pupils who did reach the required standard of the Y1 phonics screening check.	Ensure appropriate support is in place for these pupils. Check their progress on a half-termly basis or more frequently. In addition to ongoing discussion, discuss the phonics progress of these pupils informally and in pupil progress meetings. Re-assess using PSC at regular intervals to check progress using the Trust assessment schedule. Utilise Salford Reading Test to check decoding age termly.
Monitor the progress of Y3 pupils who did not reach the required standard of the PSC at the second attempt in Y2.	What further support needs to be put in place for these pupils? In addition to ongoing discussion, discuss the progress of these children in pupil progress.
Analyse the Y1 phonics scores once completed.	Decide support for pupils who did not reach the expected standard or who just met the pass mark. Are there any implications for phonics teaching next year? These discussions must be led by senior leaders alongside the phonics lead and class teacher.
Monitor the quality of phonics lessons.	Observe teaching to ensure the scheme is being taught well and with fidelity. <u>Points to consider</u>

	Is the environment conducive to effective delivery of the session and does it support learning? Are phonemes articulated correctly by the staff? Do the children have the opportunity to articulate phonemes? Are the skills of blending and segmenting modelled to the children? Are tricky words being explicitly taught? Is the session interactive and engaging? Are children supported and challenged within the session? Are children given the opportunities to work independently, in pairs or in groups? Is new vocabulary introduced? Are there other opportunities to apply the phonics learning e.g. in reading and writing, continuous provision? Is pace maintained throughout the session, so all elements of the lesson are taught in full? Is pace maintained as teaching moves through the scheme with children receiving appropriate challenge based on regular assessment?
--	---

Developing Fluency

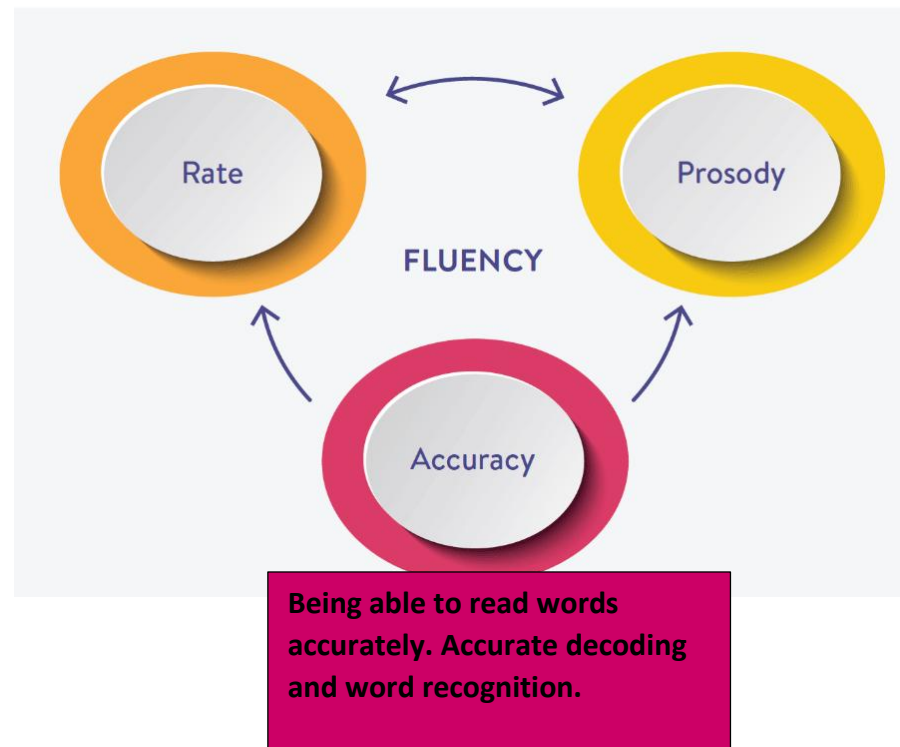
Reading fluency is often described as the bridge to comprehension

Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. (EEF)

What is fluency?

Fluent readers no longer need to decode as they recognise words automatically and they read with appropriate intonation and expression. As pupils gain fluency, their motivation increases and they start to enjoy reading more. There are three key elements that all work together to help pupils become fluent readers. If one of these isn't secure, then reading fluency is hard to achieve.

The rate at which pupils read is important because slow reading hinders comprehension.



Reading with expression – appropriate rhythm, tone, pitch, pauses and stresses.

Being able to read words accurately. Accurate decoding and word recognition.

How can we develop fluency in our classrooms?

We need to be intentional about reading fluency practice and where it will take place. Many of the suggestions below could take place in a range of different curriculum subjects in addition to reading lessons.

The teacher reading aloud regularly	This allows pupils to hear a good example of fluent reading. The teacher can model intonation, expression and appropriate pace. There are lots of opportunities across the school day for this to take place.
Use repeated reading	Research evidence indicates that 'repeated reading' is essential to develop fluency. Pupils should be given the opportunity to re-read short texts a number of times to achieve a set degree of fluency. This is also why re-reading phonics books is important as it will help pupils practise and improve their fluency.
Choral reading	This is where everyone reads in unison. It is particularly effective for reluctant readers as they can practise along with everyone else and are not being asked to read aloud individually.
Echo reading	The teacher models reading a sentence or a paragraph aloud before the pupils read it.
Paired reading	Give lots of opportunities for pupils to read in pairs. You could match up a less fluent reader with a confident reader to ensure they have a good model to learn from.
Introduce fluency interventions	Have interventions that focus on fluency. These are being used in some of the trust schools. At one school, the group read the same short text over a series of days to improve their fluency. At another, they work on building up the speed of reading through timed reading. They read the same text over a few days trying to increase how much they read each day as their reading becomes more fluent. The interventions should be monitored by the reading lead.
Track pupils' fluency	Assess pupils' fluency on a termly basis. Use the same timed test at the end of each term to provide a clear measure of progress. It may also highlight which pupils would benefit from a fluency intervention. These results should be shared with the reading lead and discussed at pupil progress meetings.

Reading Comprehension

“The heart of teaching reading comprehension is shared exploration of worthwhile texts, modelling thinking and engaging in rich discussion.”

Christopher Such

Comprehension is an outcome, not a skill to practise, and so it does not make sense to divide up the elements of skilled reading and teach them separately. Instead, reading lessons should focus on supporting pupils to construct a mental model of a specific text so that they understand its meaning. (DfE Reading Framework)

At Nutgrove Methodist Primary School we also recognise that many of our pupils benefit from explicit teaching and modelling of the thinking processes skilled readers use, including retrieving information, making inferences, predicting, summarising and clarifying vocabulary. Therefore, reading domains are used as a scaffold to support pupils' understanding and discussion of texts rather than as an end in themselves. Reading domains do not drive our curriculum. Instead, they provide a shared language which supports pupils in constructing meaning from texts, developing confidence as readers and becoming increasingly independent in their comprehension.

We recognise the importance of supporting children to both construct meaning from texts and demonstrate their understanding. Therefore, there is a deliberate balance between 'Think as a Reader' and 'Answer Reading Questions' woven throughout our reading and wider curriculum. This enables children to develop deep comprehension whilst providing opportunities to explain, justify and evidence their thinking.

In practice, this means that we use engaging, high-quality fiction, non-fiction and poetry texts in their entirety to develop understanding, vocabulary, knowledge and a genuine appreciation of reading. Alongside this, pupils are explicitly taught how to respond to questions about these texts and also through the careful use of extracts, enabling teachers to model understanding whilst developing key comprehension skills such as retrieval, inference, prediction and explanation.

Reading lessons should include the following:

The teacher reading aloud

Reading lessons will regularly be built around the teacher reading aloud with pupils listening and thinking.

This will focus on:

- Explaining new words providing a definition in language children will understand. When reading a new word, ask the children to echo the word and definition (My turn, Your turn)
- Language patterns and ideas
- Thinking out loud about which character the pronoun 'he' refers to in a sentence
- Thinking out loud about the content of the text, for example commenting on an unexpected plot twist
- Sharing a key piece of knowledge, for example briefly explaining the historical context to an event
- Connecting the story to pupils' own experience

Pupils reading

Pupils will also be reading individually or in pairs. This is a great opportunity to focus on improving pupils' fluency.

- Use echo reading where the teacher reads a text aloud sentence by sentence and pupils echo the teacher's reading, copying its pace, intonation and emphasis
- Use choral reading where pupils practise reading parts of a text together
- Pupils taking turns to read a text in pairs giving feedback to each other

The teacher modelling and explaining

This is vital and makes explicit to pupils how a skilled reader makes sense of text, works out the meaning of an unfamiliar word or incorporates a new idea into existing background knowledge.

Teachers might:

- Model how ideas in the text and ideas from pupils' background knowledge are combined to make meaning
- Show how to decode an unfamiliar word and then explain its meaning
- Comment on and consider the impact of specific words or phrases e.g. think about what's interesting about this particular word, sentence or phrase
- Model how a skilled reader fills in the gaps as they read
- This is supported by our 'Think as a Reader' poster.

Questioning

- Needs to be text specific

- Supports children to form a coherent mental model through reflecting on the meaning of what they have read
- Deepens pupils' understanding prompting them to think about the ideas and language used in texts they hear and read
- Drives thinking and productive discussion e.g. how can I encourage the pupils to have and share thoughts on this?
- Promotes elaboration and flexible thinking so pupils integrate new ideas and knowledge into their existing schema

Whilst questioning is a useful pedagogical tool, on many occasions it is more efficient simply to tell pupils something than ask elaborate questions to reach the same point.

- There should be opportunities for children to hear and see a range of question types during the sequence of learning that are written and that the teacher models answering.

Checking / Expecting Engagement

- We need to ensure that some children are not passive as the teacher models reading and thinking aloud
- Build in regular retrieval opportunities to check understanding – e.g. quick-fire questions, whiteboards, voting, or 'no opt out' strategies.
- Provide opportunities for children to answer follow up questions to check engagement and skills development at the end of a sequence of learning – those the teacher has modelled explicitly through the planned unit.

When planning the questions, it might be useful to consider the weighting of the content domains in the KS2 SATs.

Some reading lessons, 'Answer Reading Questions' sessions, will still contain the elements above but will have a more explicit focus on answering questions.

Key Visuals



KS1 Reading Domains



KS2 Reading Domains



Structure of reading lessons at Nutgrove Methodist Primary School

The approach described below ensures that reading lessons are built around rich discussion, book talk and the development of deep comprehension, whilst also providing opportunities for pupils to demonstrate and evidence their understanding through comprehension and assessment activities.

This approach sits alongside the ongoing and intentional use of Reading Talk across the wider curriculum, where pupils are encouraged to discuss, question and reflect upon what they read.

In Year 1, reading practise lessons take place in addition to the phonics lesson daily. This focus is primarily on developing secure decoding through the application of the phonics teaching using phonetically matched reading practise resources within a 20-minute session. This is a time for all children to be engaging in phonic practise and apply opportunities. Adults should lead two groups across each session to practise decoding and build fluency with known sounds. Purposeful independent activities must run alongside this linking to either independent phonic practise or vital key skills e.g. fine motor, oracy etc. Activities can be planned as appropriate as a rotation system. This will then be followed by a 10-minute independent read. Alongside this, children are exposed to high-quality texts through English lessons and the wider curriculum with opportunities for taught comprehension each week. During this time, adults listen to pupils read, model fluency and support comprehension through discussion and questioning.

Monday	Tuesday	Wednesday	Thursday	Friday
Reading Practise Activities – 20 mins 1:1 reading – 10 mins	Reading Practise Activities – 20 mins 1:1 reading – 10 mins	Reading Practise Activities – 20 mins 1:1 reading – 10 mins	Reading Practise Activities – 20 mins 1:1 reading – 10 mins	Reading comprehension – 30 mins (Taught and Apply)

Year 2 would follow the above approach with adults until ready to move to Year 2 structure below. Adults balance time across each year group.

Each year group from Year 2 to Year 6 will have a daily 20-minute reading lesson to focus on the teaching of reading using the guidance given above. This will then be followed by a 10-minute independent read each day. During this time, adults listen to pupils read, model fluency and support comprehension through discussion and questioning. From Year 2 to Year 6, reading lessons will comprise a balance of 'Think as a Reader' and 'Answer Reading Questions' sessions.

Most reading lessons will focus on 'Think as a Reader' approaches through rich book talk, discussion and exploration of high-quality texts using the Reading Steps in Learning and Reading Planning Formats. During these sessions, pupils will develop comprehension by making connections, asking questions, visualising, predicting, inferring, determining importance and synthesising ideas. All pupils will have access to the text through the visualiser and/or individual copies, enabling meaningful discussion and collaborative thinking.

Alongside this, pupils will participate in planned 'Answer Reading Questions' sessions. These lessons provide opportunities for teachers to explicitly model how skilled readers approach written comprehension questions and demonstrate their understanding in written form. Teachers

will use visualisers, modelling, discussion and worked examples to make the thinking process visible. Pupils will then apply these strategies independently through carefully selected comprehension activities.

Monday	Tuesday	Wednesday	Thursday	Friday
Reading comprehension – Think as a Reader -20 mins 1:1 reading – 10 mins	Reading comprehension – Think as a Reader -20 mins 1:1 reading – 10 mins	Reading comprehension – Think as a Reader -20 mins 1:1 reading – 10 mins	Taught comprehension – Answer Reading Questions - 30 mins	Independent comprehension – Answer Reading Questions - 30 mins

At Nutgrove Methodist Primary School, we recognise that comprehension is developed through engagement with high-quality texts, discussion, vocabulary and knowledge building. However, we also recognise the importance of teaching pupils how to communicate and evidence their understanding. Therefore, there is a deliberate balance between opportunities to Think as a Reader and opportunities to Answer Reading Questions throughout our reading curriculum.

Choosing texts

Texts need to be selected carefully. They should include fiction, non-fiction and poetry. They should include both classic and contemporary books, a diverse range of authors and characters that reflect pupils' own lives and allow them to understand the lives of others. Reading lessons could involve reading a longer novel over several weeks. It might be read exclusively in these sessions or might be read as a class novel at other times. Shorter texts can also be used. It is important that pupils experience reading and enjoying whole texts.

Example text overview for comprehension lessons

Each half-term includes fiction, non-fiction and poetry.

Most of the non-fiction texts have been chosen to match the Epworth history, geography and science curriculums.

Reading Strategy coverage: Year 1

Reading Comprehension Fiction	Reading Comprehension Fiction	Reading Comprehension Fiction	Reading Comprehension Fiction	Reading Comprehension Fiction	Reading Comprehension Fiction
					
Paddington Michael Bond	Rabbit and Bear Julian Gough	The Owl who was Afraid of the Dark Jill Tomlinson		Amazing Grace Mary Hoffman (p) If All <u>The</u> World Were...Joseph Coelho (p)	The Sea Saw Tom Percival (p) (Make links to Dogger)
Non-Fiction	Non-Fiction	Non-Fiction	Non-Fiction	Non-Fiction	Non-Fiction
Seasons by Hannah Pang (science/geography)	Diwali – Celebrate with Me by Madeline Tylor (RE links)	The Great Fire of London by Izzi Howel(history)	One Day on our Blue Planet: In the Antarctic by Ella Bailey	The Big Book of Blooms by Yuval Zommer (plants – science)	London by Anita Ganeri (geography – capital cities)
Poetry	Poetry	Poetry	Poetry	Poetry	Poetry
Nut Tree by Julia Donaldson	I Hypnotised the Teacher by Kenn Nesbitt	Where Teachers Keep Their Pets by Paul Cookson	Give Yourself a Hug by Grace Nichols	Hurt No Living Thing Who Has Seen the Wind by Christina Rossetti	On the Ning Nang Nong by Spike Milligan

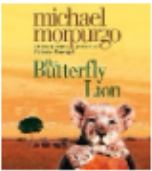
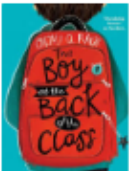
Reading Strategy coverage: Year 2

Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension
					
Hotel Flamingo Alex Milway	George's Marvellous Medicine Roald Dahl	Flat Stanley Je	Marv and the Mega Robot Marv and the Mega Robot Alex Falase-Koya	The Dragon Sitter Josh Lacey	Anna Hibiscus Atinuke
Non-Fiction	Non-Fiction	Non-Fiction	Non-Fiction	Non-Fiction	Non-Fiction
Habitats by Hannah Pang (science)	<u>Remembrance day</u> by Jane Bingham	I See Science – Materials by Izzi Howell (science)	Fantastically Great Women Who Changed <u>The</u> World by Kate Pankhurst (celebrating women – history)	Meet the Oceans by Caryl Hart (oceans – geography)	A Planet Full of Plastic by Neal Layton (environment)
Poetry	Poetry	Poetry	Poetry	Poetry	Poetry
The Owl and the Pussycat by Edward Lear	'Twas the Night Before Christmas by Clement Clarke Moore	Please Do Not Feed the Animals by Robert Hull	The Can-can Mandy Coe	No Breathing in Class by Michael Rosen	What We Found at the Seaside by Kate Williams

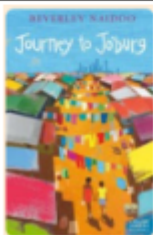
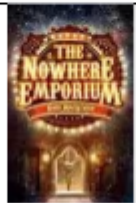
Reading Strategy coverage: Year 3

Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension
Fiction	Fiction	Fiction	Fiction	Fiction	Fiction
					
<i>Charlotte's Web</i> E. B White	<i>The Iron Man</i> Ted Hughes	<i>The Wonder Brothers</i> Frank Cottrell Boyce	<i>The Creakers</i> Tom Fletcher	<i>Planet Omar</i> Zanib Mian	<i>The Boy Who Grew Dragons</i> Andy Shepherd
Non- Fiction	Non- Fiction	Non- Fiction	Non- Fiction	Non- Fiction	Non- Fiction
Pop-Up Volcano by Tom Vallant (volcanoes)	Let's Save the Amazon by Catherine Barr (environment/protect the planet)	<u>So</u> You Think You've Got <u>it</u> Bad? A Kid's Life in Ancient Egypt by The British Museum (history)	Hoot and Howl Across the Desert by Vassiliki Tzomaka (animals in the desert – geography/science)	Meet the Ancient Greeks by James Davies (history)	Under Your Feet Soil, Sand and Everything Underground by Royal Horticultural Society (science)
Poetry	Poetry	Poetry	Poetry	Poetry	Poetry
Windy Nights by Robert Louis Stevenson	Talking Turkeys by Benjamin Zephaniah	My Mother Saw a Dancing Bear by Charles Causley	<i>My Lighthouse (song)</i> Rend Collective	Oh, the Places You'll Go by Dr Seuss	Drum Dream Girl by Margarita Engle

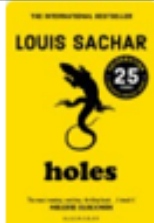
Reading Strategy coverage: Year 4

Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension
Fiction	Fiction	Fiction	Fiction	Fiction	Fiction
					
The Butterfly Lion Michael Morpurgo	<i>The Fastest Boy in the World</i> Elizabeth Laird	The Miraculous Journey of Edward Tulane by Kate Dicamillo	The Boy at the back of the class Onjali Q. Raúf	Song of the Dolphin Boy Elizabeth Laird	Fire Girl, Forest Boy Chloe Daykin
Non-fiction	Non-fiction	Non-fiction	Non-fiction	Non-fiction	Non-fiction
Rivers: An Incredible Journey From Source to Sea by Simon Chapman (geography – rivers)	We Are the Romans – Meet the People Behind the History by David Lond (history – Romans)	Young, Gifted and Black by Jamia Wilson (diversity – black people through history)	Majestic Mountains: Discover Earth's Mighty Peaks by Mia Cassany (geography)	Wonder garden (geography)	Explore! Anglo-Saxons by Jane Bingham (history)
Poetry	Poetry	Poetry	Poetry	Poetry	Poetry
Macavity the Mystery Cat by TS Elliot	The Spider and the Fly by Mary Howitt	You Can't Be That by Brian Patten	Jim by Hilaire Belloc	Island Man by Grace Nichols	<i>Water dance (Thomas Locker picture book)</i>

Reading Strategy coverage: Year 5

Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension
Fiction	Fiction	Fiction	Fiction	Fiction	Fiction
					
<i>The Last Bear</i> Hannah Gold	<i>Journey to Jo'burg</i> by Beverley Naidoo	<i>The Nowhere Emporium</i> Ross Mackenzie	<i>The Goldfish Boy</i> Lisa Thompson	<i>Malamander</i> Thomas Taylor	<i>Brightstorm</i> Vashti Hardy
Non-Fiction	Non-Fiction	Non-Fiction	Non-Fiction	Non-Fiction	Non-Fiction
Viking Voyagers by Jack Tite (History)	Hidden Figures: The True Story of Four Black Women and the Space Race by Margot Lee Shetterley (space topic)	See Inside Your Body by Katie Daynes and Colin King (science)	Around the World in 80 Festivals by Nancy Dickmann (RE)	Our Planet: The One Place We All Call Home by Matt Whyman (environment/science /animals)	Daily Life in the Maya Civilisation by Nick Hunter (History)
Poetry	Poetry	Poetry	Poetry	Poetry	Poetry
The Listeners by Walter De La Mare	The Tyger by William Blake	The Cave of Curiosity by Pie Corbett	Pompeii (song lyrics) Bastille	How to Cut a Pomegranate by Imtiaz Dharker	The Lady of Shalott by Alfred Lord Tennyson

Reading Strategy coverage: Year 6

Reading Comprehension		Reading Comprehension		Reading Comprehension	
					
Wonder LR Palacio		Holes Louis Sachar		The Final Year Matt Goodfellow	
Non-Fiction	Non-Fiction	Non-Fiction	Non-Fiction	Non-Fiction	Non-Fiction
Black and British by David Olusoga	Amazing Evolution: The Journey of Life by Anna Claybourne	Utterly Unbelievable: WW2 in facts by Adam Frost	The 50 States by Gabrielle Balkan (geography USA)	V&A Introduces: Queen Victoria (history)	How the Seven Wonders of the World Were Built by Ludmila Henkova
Poetry	Poetry	Poetry	Poetry	Poetry	Poetry
Jabberwocky by Lewis Carroll	In Flanders Fields by John McCrae	The Raven by Edgar Allen Poe	Give by Simon Armitage	Let No-one Steal Your Dreams by Paul Cookson	If by Rudyard Kipling

Monitoring

Reading leads will need to monitor comprehension through book looks, lesson visits and being aware of which pupils are not making the expected progress (through looking at the comprehension assessments and PiXL tests). They should track those children carefully, overseeing any interventions being planned and monitoring their impact (PLCs may be utilised). Team teaching and coaching could be used to support teachers new to this approach of teaching comprehension.

Children not on Track

Our ambition remains high for every child. Being identified as not yet on track does not mean that a child is given a less ambitious reading curriculum. It means that teaching, practise and intervention must be carefully matched to the barrier that is preventing the child from becoming a confident, fluent reader. Leaders must prioritise this.

For many children who are not yet on track, the fundamental barrier is insecure phonics knowledge and decoding. For these children, phonics and decoding must therefore be the priority. Children need sufficient, frequent opportunities to practise applying their phonics knowledge in reading so that decoding becomes increasingly accurate, automatic and fluent.

This is particularly important because children cannot independently access the full reading curriculum until they have developed sufficient fluency. If additional reading time is not deliberately used to strengthen decoding, children may continue to struggle to read independently and therefore remain unable to access increasingly rich texts, comprehension and the wider curriculum with confidence.

Additional reading practice

Children who are not yet secure in decoding should therefore receive additional reading practise closely matched to their current phonics and fluency stage, alongside continued phonics instruction.

As a minimum expectation, this should include three additional opportunities to read each week for children who require additional practice to accelerate their progress. These opportunities may be built into guided reading sessions (Weds, Thurs, Fri), targeted intervention or other parts of the reading week. They do not necessarily need to be separate sessions.

The important principle is that the additional reading time is deliberately used to address the child's most significant barrier.

For a child whose decoding is insecure, this will mean a strong emphasis on reading decodable texts at their current phonics level, with repeated opportunities to apply taught phonics, develop automaticity and build fluency. This additional practise should sit alongside, and reinforce, their ongoing phonics teaching.

The aim is not simply to give children more reading. It is to give them the right reading practise, frequently enough to make a difference.

Maintaining an ambitious reading experience

A strong focus on decoding does not mean that children should have a narrow reading diet or be prevented from experiencing ambitious texts.

Children should continue to encounter high-quality literature and a wide range of texts through teacher reading aloud, shared reading, discussion, vocabulary development and reading across the curriculum. Hearing texts beyond a child's independent reading level is an important part of developing language, knowledge, comprehension and the habits of Thinking as a Reader.

However, teachers should distinguish carefully between:

- what a child needs to practise reading independently;
- what a child can access through supported or shared reading; and
- what a child should hear read aloud and discuss.

For some children, a significant proportion of additional reading time will need to focus on phonics-matched reading because decoding is the key barrier. For others, there may be greater scope to balance this with supported reading of richer texts and explicit comprehension work.

The balance should therefore be agreed for each child, based on assessment and the barrier identified.

Comprehension and Think as a Reader

Children who are not yet fluent should continue to develop comprehension, vocabulary and background knowledge. However, comprehension teaching should take account of the cognitive demands created by insecure decoding.

Teachers should use modelling, discussion, shared reading, questioning, vocabulary development and carefully selected texts or extracts to develop comprehension without placing unnecessary demands on children to independently decode text that is beyond their current ability.

Where appropriate, comprehension may be accessed orally or through supported reading. This enables children to continue to think deeply about texts, develop vocabulary and build knowledge while the necessary decoding skills are being strengthened.

There should also be frequent opportunities to encounter and discuss subject-specific vocabulary, information and ideas across the curriculum. Children should not have to wait until they are fluent readers before being exposed to rich language and knowledge.

The balance of the reading week

For children not yet on track, the balance of the reading week should therefore reflect the individual barrier:

PHONICS & DECODING → FLUENCY & CONFIDENCE → THINK AS A READER → TAUGHT COMPREHENSION

This should not be interpreted as four equal components.

Where insecure decoding is the principal barrier, phonics-matched reading practise should take a significant proportion of the additional reading time. This is not reducing ambition; it is addressing the barrier that prevents the child from becoming an independent reader.

Additional reading opportunities each week (recommended three) should therefore be protected for children who need them, with staff using professional judgement to determine the most effective way to provide them. Leaders should support staff to identify the children who require the greatest additional practice and ensure that provision is focused on the highest-priority need.

As children become more secure in decoding and fluency, the balance should shift. Increasing independence should create greater access to appropriately challenging texts, comprehension and the wider reading curriculum.

The ultimate aim is therefore not simply for children to receive additional intervention, but for them to move as quickly as possible from needing highly supported, phonics-matched reading practice to becoming confident, fluent and independent readers.

Keep up, not catch up means acting early and precisely when a child is not yet on track. Additional phonics and decoding practise is a key part of making that happen.

Leaders and teachers should use assessment to identify the specific barrier for each child, agree the appropriate balance of reading opportunities and review provision regularly for impact. Additional support should be precise, timely and sufficiently frequent to accelerate progress.

Developing a love of reading

A book is a dream you hold in your hand.

“To nurture the reading habit, schools need a strategic approach rather than simply an eclectic mix of ‘reading for pleasure’ activities.”

DfE Reading Framework

We want all of our pupils to experience the love of reading and to become lifelong readers. In order to achieve this, teachers must inspire pupils and engage them in reading widely. Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards.

All schools should timetable the following activities:

Book Club

- Book club should take place **once a week for around 20 minutes**. It could take the place of one of the story time sessions if no other slot is available on the timetable.
- It is a time for teachers to promote books and for pupils to make recommendations to each other. *At Bedford Hall, in one of the classes, pupils sign up for a Book Club slot. They choose a book to recommend to the rest of the class and talk about why the class should read it. Book Club is really popular with this class.*
- It is a perfect opportunity to browse, explore and discuss books.
- You could set up a pupils’ display of ‘Top Ten’ lists, photos, book reviews.

Teachers need a good up-to-date knowledge of children’s literature and of their pupils to be able to make recommendations.

Class Reading Time

- Set aside time **daily** for pupils to read independently. This is the independent reading time that follows the daily reading lesson in the Reading Comprehension section above.

- Classrooms should be quiet.
- Adults read 1:1 with pupils supporting them with fluency, decoding and comprehension.
- Establish behaviour expectations and routines so that pupils spend as much time as possible actually reading.

Reading aloud to pupils

Reading aloud to pupils is a key way to support their development as readers. Story time is reading a whole text without stopping too often for discussion enabling pupils to meet books and authors that they might not choose themselves.

- Story time to take place **at least four times a week for around 20 minutes.**
- Children can experience the joy of 'getting lost' in a book or learning fascinating facts from non-fiction.
- Pupils hear a good model of fluent reading.
- Make story time an important and special time in your classroom.



Home reading

Home support of pupils' literacy skills, particularly in the early years, is a well-known indicator of their reading progress at the start of school. Children find great security in the mutual sharing and physical closeness they experience when reading books with parents. This often leads to

them re-enacting the reading of favourite books when they are alone. Evidence shows that parents and the home environment are essential in fostering a love of reading therefore it is worth considering how this can be encouraged.

- Engage with parents and carers as much as possible when it comes to home reading. Hold parent workshops to ensure they are familiar with the school's reading programme and to inform them how home reading will help their child, run family reading competitions, model how to read stories and how to listen to a child read.
- Make expectations clear. You could use '**Strive for Reading 4 times a week**' – children expected to read at home three times a week with parents signing their reading diaries. EYFS and KS1 to read for 10 minutes a day. This should increase to 20 minutes for KS2 children. If children read 4 times a week then they are entered into the 'Reader of the Week' prize draw to win a book from a special collection.
- Send home reading for pleasure books as well as decodable books so parents and children can snuggle up with a book. Ensure parents know that these are for enjoyment - to discuss the story and to talk about language and vocabulary.
- Give parents a bank of questions they could ask their child when responding to a story. These work well printed on to bookmarks.
- Deliver a phonics workshop to parents so that they know how to support their child when reading decodable books.
- Once children no longer need decodable books, let them choose the books they want to read at home. This will keep them more engaged rather than a teacher insisting they have to stick to a reading scheme.
- Encourage parents to read to their child throughout their time at primary school. It should not stop when a child begins to read independently.
- Send home 'Recommended Reads' lists for each year group.
- Send out reading newsletters.
- Introduce rewards for reading at home – make the rewards book-based!
- Signpost parents to the local library and activities they have for children.
- If a child is not regularly reading at home then we **must** prioritise them in school.

Creating a buzz around reading

Here are some more ideas to promote reading in addition to the timetabled ones above.

- All classrooms should have a book area with a range of texts including picture books, poetry, graphic novels, books that widen horizons, books that have diverse characters, hi-lo books, attractive non-fiction. Rotate the stock regularly
- Arrange author visits both in-person or online
- Participate in national events such as World Book Day and National Poetry Day
- Have 'Reader Leaders' – older pupils reading to younger pupils
- Library visits
- Have an 'author of the month'
- Ensure KS1 and EYFS children take home a reading for pleasure book for a parent/carer to read to them in addition to a phonics book

- Have books available everywhere including at break times. Nutgrove Methodist Primary School have outdoor reading sheds.

Monitoring

Pupil interviews are one of the best way for reading leads to monitor 'a love of reading'.

Talk to the children about:

- Their favourite authors – can they name a wide range of authors?
- Their views on daily story time. What do they enjoy about it? Does it happen every day? How could it be improved?
- Whether they read at home. How regularly? Look at reading diaries.
- The range of books that are available in school and any suggestions for new books.
- Their views on book club. Has it inspired them to choose a particular book?

Reading across the curriculum

Reading in other curriculum subjects is vital to extend pupils' knowledge and subject specific vocabulary.

Reading across the curriculum offers another opportunity to practise pupils' accuracy and fluency which are needed for them to become successful readers.

Schools should ensure the following things are in place:

- **Subject leaders working together to select texts**

Subject leaders should work with the English lead to select texts that pupils will read in lessons such as history, geography and science. These books need to be at an age-appropriate level and include the key knowledge being taught in that unit of work. The texts should build on pupils' prior knowledge and vocabulary from previous reading.

- **Have a range of texts displayed in the classroom from other curriculum areas**

This will give the pupils further opportunities to gain knowledge and vocabulary, exploring ideas from lessons in more depth. Reading across the curriculum contributes to the reading culture in school motivating pupils to read related fiction and non-fiction in their own time. This can help develop that love of reading.

- **Preparing pupils to read the text**

If we prepare pupils to read the text, it will support their comprehension and interest. When reading texts in lessons, we should:

- Introduce the text, drawing attention to any features that are particular to that text e.g. glossaries, tables
- Identify and explain new vocabulary that is **essential** to pupils' understanding. Demonstrate how to decode the word, explain its morphology and etymology, and explain its meaning in the context of the passage using pupil-friendly language.
- Model explicitly how to read the text then allow children time to read it independently or in pairs. Echo and choral reading could also be used here.