

Reading Approach

Our reading curriculum aims to teach children the skills they need to decode before progressing on to being able to read fluently, and with confidence, in any subject. We also want children to appreciate our rich and varied literary heritage. We teach children explicit reading skills and support them to become resilient readers. Our reading curriculum is tailored to meet the needs of our children. We have hand-selected, fiction, non-fiction and poetry texts which will introduce and immerse children in a broad range of high-quality texts. We have aimed to represent all of our children in our book choices and use books to break down stereotypes. Our teachers share their knowledge of great literature with our children through regular book talk and discussions in order for children to develop their own opinions on texts they have read. Our love of books is visible throughout our school: the children can access their classroom libraries and we have a school library that the children can enjoy.

How We Teach Reading:

- Year R and Year 1 - Phonics sessions and Guided Reading - through Little Wandle
- Year 2-Year 6 - Our School Reading Curriculum and Approach
- Daily DEAR Time - listening to a high quality reader
- Whole School year group Book Spine - book challenge for children to read each year
- Daily Home Reading
- Engaging Love of Reading Book Areas in every classroom

Through our reading approach, we aim to develop the following in all our children:

- A love for reading where pupils choose to read frequently for enjoyment;
- The ability to read fluently and with good understanding;
- An interest in words and their meanings to acquire a wide vocabulary;
- The powers of imagination, inventiveness and critical awareness.

Our reading approach includes a curated collection of:

- Fiction
- Non-Fiction
- Poetry
- Picturebooks





Developing Fluency Approaches:

- Leapfrog Reading
- Echo Reading
- Paired Reading
- Independent Reading
- Text Marking
- Performance Reading

Book Talk and Activities (deepening understanding):

- Explain a Page
- Reading Through a Lens
- Writing in Role
- Front the Writing
- Silent Discussion
- Drama and Hot Seating
- Quescussion
- Semantic Maps
- Add the Missing Sentence
- Visualising
- Habits of Discussion - Text Discussion

Assessment for Years 2-6:

- Termly Summative Assessments in Reading (comprehension focus)
- Termly Speed Reading Assessment
- Ongoing Fluency Reading Assessment
- Ongoing Reading Prosody Progress Check Assessment
- Ongoing Formative Assessment

Phase One

- Immersion and Hook
- Prior Knowledge
- Vocabulary

Phase Two

- Deepening Understanding
- Book Talk
- Drama

Phase Three

- Visualisation
- Comprehension
- Reflection and Review

Love of Reading

Decoding

Speed and Accuracy

Prosody

Fluency

Comprehension



Sequence		
Phase One	Phase Two	Phase Three
<p>Activities:</p> <ul style="list-style-type: none"> ● Hook ● Prior Knowledge ● Reading Aloud ● Exploring Ideas ● Graphic Organisers and Thinking Maps ● Checking literal understanding, clarifying and explaining ● Expose thinking <p>Vocabulary:</p> <ul style="list-style-type: none"> ● Examples and Non-Examples 	<p>Activities:</p> <ul style="list-style-type: none"> ● Reading with fluency and expression <p>Deepening Understanding:</p> <ul style="list-style-type: none"> ● Explain a Page ● Reading Through a Lens ● Writing in Role (diary extracts, postcards) ● Front the Writing ● Silent Discussion ● Quescussion ● Habits of Discussion - Text Discussion ● Roll on the Wall ● Semantic Maps ● Add the Missing Sentence <p>Drama Opportunities:</p> <ul style="list-style-type: none"> ● Freeze Frames ● Hot Seating 	<ul style="list-style-type: none"> ● Comprehension ● Visualising ● Reflection and Review ● My Love of Reading
<ul style="list-style-type: none"> ● Prediction ● Vocabulary 	<ul style="list-style-type: none"> ● Vocabulary ● Retrieval ● Inference ● Comparisons 	<ul style="list-style-type: none"> ● Vocabulary ● Retrieval ● Inference ● Explain ● Predict ● Summarise

Before Reading	Phase One	
	Hook and Orientation	<p><u>Hook</u> Setting up the learning to engage children and excite them makes a huge difference to the way they approach a new extract. A hook can:</p> <ul style="list-style-type: none"> • provide an immersive multisensory experience with artefacts, images, sounds...and even smells • start with a dramatic scenario to provoke questioning • kick off with a visit to a place of interest • present a problem for the children to solve • be an attractive book display which encourages browsing and roaming around a topic for a period before the book is introduced • begin with a visit from a writer or an illustrator <p>On occasion you might create a ‘bells and whistles’ immersive experience that captures the children’s imaginations through stimulation of all the senses. However, on other occasions you might prefer a simple, perfectly pitched, introductory sentence or two: ‘Imagine that you could wish for anything that you wanted, anything at all. Now what would you wish for? Do you think that it would be good if all your wishes came true? That is exactly what happens to the children in the story that we are going to read together.</p> <p><u>Orientation</u> The orientation gives consideration to what needs to be put in place for children to access the text. This could be achieved through: <u>Activation of prior knowledge</u> Helping children make connections between their own experiences and a text is a useful way into a new extract, particularly if the context is unfamiliar and the connections are not immediately apparent. This part of the process is important for teachers to gauge children’s prior knowledge. It is also an opportunity for children to share different cultural experiences and learn from each other. <u>Building background knowledge</u> In some instances, it is beneficial to develop background knowledge prior to reading. For instance, knowing something about the coal mining industry before reading <i>Town is by the Sea</i> could enhance understanding and appreciation of the story. Consider the context, the children’s experiences and the assumptions about prior knowledge assumed by the text. It is advisable not to over explicate; we learn through reading as well as direct experience. A judgement has to be made about what to teach in advance, and what is best left to emerge through the course of reading. <u>Key vocabulary</u> Our reading curriculum uses a blended approach to vocabulary teaching which is woven into the teaching sequences. Some key vocabulary may be pre-taught to help children access the text. However, judgements need to be made about what is essential. Too much pre-teaching of vocabulary can disrupt the child’s construction of the text schema. Generally, when readers encounter new words in texts, they can approximate an understanding from the context. This is usually sufficient for understanding the gist. Unless the vocabulary is likely to be a barrier to accessing the text, it may be preferable to leave the focus on word investigation and definition until after a first reading; more precise understandings can be clarified later.</p> <p>Where pre-teaching is considered necessary, creative ways of introducing new vocabulary is built into the orientation stage.</p>

During Reading	First Encounters	<p>The first encounter with an extract should be a wholly pleasurable experience. One of the best reading lessons, that reading is rewarding and pleasurable, is taught implicitly through sharing an extract. It can be an emotional experience, which initiates laughter or tears. It can prompt us to thought and to action. It has a purpose, indeed many purposes, which are greater than the sum of curriculum statements or learning objectives. At the heart of the reading lesson is the reader, and this is what fundamentally drives the teaching and learning. The first encounters are therefore crucial for eliciting children's responses and provide an opportunity to make formative assessment. With this in mind, it is important not to move too quickly into instruction mode, or over analyse a book before the children have had an opportunity to develop a personal response.</p> <p>It is also important to take time to find out whether the children understand the text at a literal level. Without a surface understanding, it will be very difficult, if not impossible, for them to appreciate deeper layers of meaning in a text.</p> <p><u>Some of the approaches used within our reading curriculum for introducing the text include:</u></p> <p><u>Reading aloud</u> Reading aloud to your class is important throughout the primary years, well beyond the stage at which children can read the words for themselves. As children encounter increasingly challenging texts, with language that does not replicate the patterns of spoken language, it continues to be important to read aloud, developing their ear for reading an increasingly wide range of texts. When listening to an experienced reader read with expression, pace and sensitivity to rhythm and cadence, children will internalise the writer's voice. Reading aloud develops 'the ear for reading', which is essential for the acquisition of reading fluency. Some predictions may be encouraged but should not be overused to the point that little is left to discover as a story unfolds.</p> <p><u>Exploring ideas</u> First encounters with a new text will include an element of exploration. The children might discuss initial ideas and share their thinking with you. Alternatively, they might explore their ideas in independent reading circles.</p> <p><u>Checking literal understanding, clarifying and explaining</u> After the first reading children's understanding is monitored by having them explain the text. This might be in response to a simple question, 'What has happened so far?'. A character led piece might be explained with a question such as, 'What do we know about Jack?'. These questions require recall but are sufficiently open to allow readers to tell what they know. Another strategy for explaining a text is to ask the learners to annotate the text and to use the annotated examples to identify priorities for teaching. Some vocabulary, grammar and punctuation work might be undertaken at this point, particularly to unravel tricky passages or unfamiliar constructions. Looking at the way images are constructed in order to convey specific meanings or elicit responses is as important as a focus on verbal text.</p> <p><u>Expose thinking</u> One of the outcomes of the first encounter phase is to provide an opportunity for children to demonstrate their thinking. A learning environment where risks are encouraged will allow children to show what they think without fear that their ideas will be dismissed.</p> <p><u>Tools like graphic organisers and thinking maps can be usefully employed to:</u></p> <ul style="list-style-type: none"> • help children to shape their thinking • help teachers plan the next steps in the learning journey • provide a record of the learning.
----------------	------------------	---

Phase Two

Digging Deeper

Securing a surface understanding, exploring the children's initial responses and questions, leads on to uncovering the multiple layers in text. The form this takes is dependent on the type of text. Literary texts offer themselves for interpretation, historical texts may require some thinking about historical literacy, a simple procedural text may not lend itself to much analysis or investigation.

Refining a response

There are many aspects of textual analysis that can be developed more deeply. For example, you may want to reflect on character and to consider decisions taken at pivotal moments. Drama conventions are particularly useful for working through these ideas. Visualising helps learners to elaborate their understanding, which can support more complex interrogative inferencing.

Expanding thinking

Teacher and children questions initiate dialogue which promotes deeper thinking. Statements are used to develop argumentation and encourage the justification of ideas. Children are encouraged to look beyond what they already know and to consider alternative viewpoints. More experienced readers are challenged to consider how characters are represented and to decentre and consider how different readers might respond. Different types of thinking, such as 'compare and contrast', 'cause and effect' 'identifying the writer's intention' can be modelled and supported with graphic organisers.

Activities:

- Reading with fluency and expression

Deepening Understanding:

- Explain a Page
- Reading Through a Lens
- Front the Writing
- Semantic Maps

Book Talk:

- Silent Discussion
- Quescussion
- Habits of Discussion - Text Discussion

Writing:

- Roll on the Wall
- Writing in Role
- Add the Missing Sentence

Drama:

- Hot Seating

After Reading	Phase Three	
	Comprehension, Visualisation, Review and Reflect	<p><u>Visualisation and Review</u> After reading the focus is on reviewing the text as a whole. In fiction this might include looking at changes that have occurred during the course of the story. Have any characters grown and developed? Have problems been solved? Themes are identified and discussed. With fiction and nonfiction, children might summarise a text by distilling key information. Making evaluative responses requires thinking beyond the book to consider how it measures up against other texts. Is it a good example? What criteria can we use to judge?</p> <p>Opportunities are provided for children to discuss the relevance of the book to the wider concerns of the world. These text-to-world discussions are usually engaging and lively. Returning to the text after reading allows the children to make further connections and deepen their knowledge.</p> <p><u>Reflect</u> Reflection is an ongoing process. At the end of the reading sequence children reflect on what has been learnt. Children are encouraged to evaluate their learning and identify the strategies that were particularly useful so that they can use them in their independent work.</p> <p><u>Comprehension</u> During this phase, children complete a range of comprehension questions from the reading content domains:</p> <p><u>Reading Content domain reference KS1:</u></p> <ul style="list-style-type: none"> • 1a draw on knowledge of vocabulary to understand texts • 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information • 1c identify and explain the sequence of events in texts • 1d make inferences from the text • 1e predict what might happen on the basis of what has been read so far <p><u>Reading Content domain reference KS2:</u></p> <ul style="list-style-type: none"> • 2a give / explain the meaning of words in context • 2b retrieve and record information / identify key details from fiction and non-fiction • 2c summarise main ideas from more than one paragraph • 2d make inferences from the text / explain and justify inferences with evidence from the text • 2e predict what might happen from details stated and implied • 2f identify / explain how information / narrative content is related and contributes to meaning as a whole • 2g identify / explain how meaning is enhanced through choice of words and phrases • 2h make comparisons within the text