

## The Children's Reading Journey at Portreath School

### Aims

Our school believes that reading is a vital life skill and is pivotal in enabling a child to access the full school curriculum. Our priority is to enable all children to become fluent readers who read with understanding. At Portreath, we aim to develop a love and appreciation of reading which will stay with children for life. Reading for pleasure is a key priority in our school. We hope to achieve this through careful planning and teaching and by using a good range of high-quality texts, having a reading area in every classroom and a school library.

### How Reading links to Our Curriculum Drivers

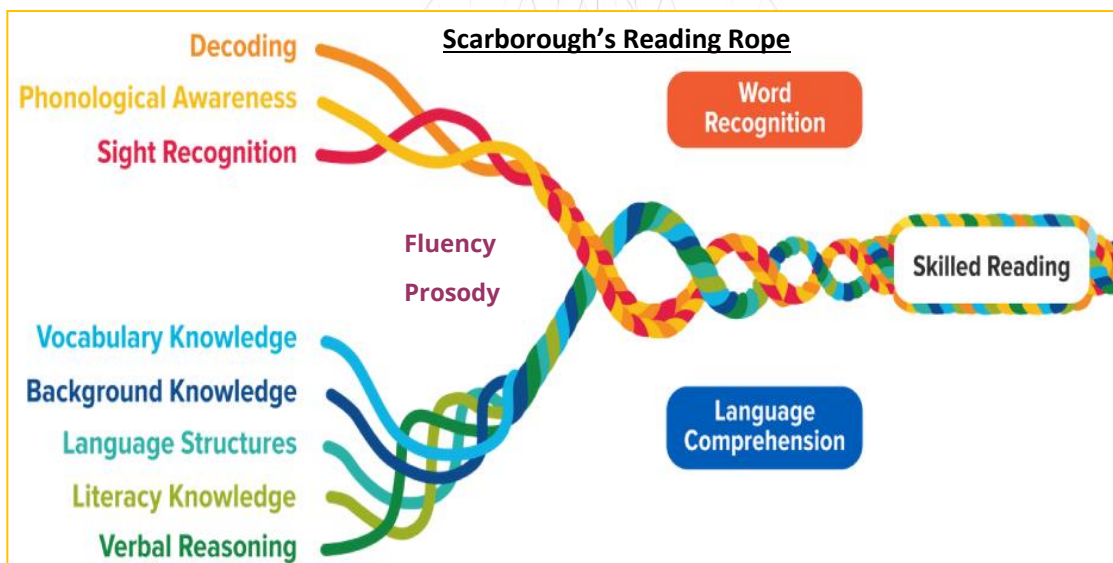
We have three core elements at the heart of our school: **relationships, experiences, and learning**. By building strong relationships, providing a high-quality experiences and range of texts we set our children off on a life-long journey of learning. Our curriculum driver is to help everyone to become:

- **Deep thinkers**
- **Effective learners**
- **Confident communicators**
- **Happy and healthy individuals**
- **People who are making a positive difference to the world**

Our reading curriculum plays a huge role in achieving this. The children explore texts that help them to become deep thinkers. In order to become strong communicators, they need to be fluent readers who see the power the written word can have. The texts act as a model to our children. The texts themselves also give rich material to discuss and oral discussion is an essential component to our curriculum. Stories are an effective way to teach empathy, and this is essential to being a good citizen. The world of books opens the children's minds to the wider world and issues that affect people and the planet. Reading supports mental health and well-being, and it is one of the reasons we believe we need to help children to see reading as a pleasure activity.

### Reading Rope

Reading is one of our 'golden threads' in English. We use Scarborough's Reading Rope to visualise and unpick all the things that need to be taught in order for children to become successful readers. We have added the importance of fluency and prosody to the rope.



## **Reading journey-**

We see learning to read as a journey. We feel there needs to be consistency across the school but also recognise that children at different stages of their education need different things. Reading may look slightly different in everyone's classroom in order to meet the needs for the stage of development but there should also be a continuum so that each class builds on previous learning. The Crofty Reading progression document is used to support the planning of reading to ensure there is a clear sequence of learning. VIPERS is used across the school as an approach to ask comprehension questions.

## **Phonics**

We focus first on decoding, use a phonic approach and use the Read Write Inc Program to provide the consistency. RWI is used across the school. They start in the first week in YR. All reading books are closely matched to the phonics taught. RWI is also used in Y2-6 for spelling. Phonics is used as our primary strategy to read unknown words and we also use a variety of other strategies including contextual, grammatical, picture clues and word recognition to support this.

## **Whole Class Books**

These are sometimes referred to as the class readers. We want our children to be bibliophiles and the class texts play a key role in this. We use high quality texts that engage children. Pupil conferencing tells us that children usually love these books and exploring them as a class fully engages them. We have created a reading spine for the school that states all the texts used across the school. Each term there are class novels and non-fiction texts. Some of these are linked to the topic. The texts are chosen for their literary value, their vocabulary and language features and are challenging at an age-appropriate level. The children each have a copy of the novel. Usually there is only 1 copy of the non-fiction text and selected double page spreads are shared via the touchscreens. Texts are also identified on the English medium-term plans. Often the class books are used to inspire written work in English lessons. Class books will be age appropriate and look to challenge the children's reading experience. The text will be used for some oral and written comprehension work. Please see appendix 1 for the reading lesson expectations. A range of texts from a range of genres are shared with the class in addition to the class book. Visual texts i.e. film clips are also used as a basis for comprehension as well as a stimulus for writing.

## **Fluency**

We want all our children to become fluent readers, so all children have the opportunity to read every day. They read the RWI text or class text every day. We used paired reading across the school, one reads aloud as the other acts as the 'teacher' following the text and correcting and supporting as needed. Another key feature is the adult demonstrating how to read the text to help children become expressive readers who understand the text. Therefore, echo reading - 'my turn, your turn' - is used as a strategy across the school.

## **VIPERS**

We use the VIPERS (Vocabulary, Inference, prediction, Explain, Retrieve and Summary/Sequence) framework across the school to direct our comprehension work to ensure range of questions are asked. The book leads the questions; we do not narrow the focus of the lesson to solely domains. They are also taught key skills such as skimming and scanning.

**Talk-**The importance of talk and discussion in relation to books is central to the way we teach reading. Adults reading to children is a key feature in all classes from Reception to Year 6.

**Vocabulary-** The acquisition of vocabulary is a key focus. This is to help children to become more effective readers and reading is used to develop children's vocabulary. Words are celebrated and we want everyone to be logophiles. Vocabulary is discussed to ensure that children understand the text, key vocabulary is displayed and revisited. Children are then encouraged to use this vocabulary in their work. Tier 2 and 3 vocabulary is explored and rich powerful vocabulary is celebrated.

## **Reading at Home**

This is a keyway for children to practise the skill of reading as well as reading for pleasure. Each child has a reading book that they read at home and when appropriate in school. We send home the RWI text that has just been read along with a 'RWI Book Bag Book'. In addition to this, children have a book to read that is roughly equivalent but from other schemes and this is labelled as 'Read with Me'. We make it clear to parent and carers that these are extra books that their child might like to try but might contain sounds they are not familiar with so the adult can read those words to them. Once off the RWI scheme children then become 'free readers' and read books within their Accelerated Reader band. Many of the fiction books in the library are banded according to Accelerated Reading to help children find suitably pitched texts. Reading at home is recorded in a reading record and this is shared with staff each week.

## **20 Books**

Every year group has created a list of 20 recommended reads that children are encouraged to read within the academic year at home and at school. The aim to expose children to a variety of genres and authors. The books are reviewed, and feedback given to a member of staff. We hope this contributes towards the children becoming bibliophiles.

## **Children with Additional Needs-**

For those children who do not complete the RWI programme by the end of Y1 they continue with phonics in Y2 and Y3. Children who are struggling have intervention to support them to make accelerated progress. Children who are struggling with reading are heard 1 to 1 regularly within school. To support children who display dyslexic tendencies we provide support by using resources such as coloured overlays and books designed for people with dyslexia. We have a member of staff trained to carry out the dyslexia screening. We also use the online intervention program Nessy and Reading Doctor app with targeted children for further support.

## **Assessment**

RWI assessments take place at least every half term and groupings are then altered as a result. The PIRA reading test is taken at the end of each term. The AR Star Reading Test is used for those who are off the RWI programme. At the end of each term teacher assessments of reading are formally recorded on Sonar. Sonar is used to track pupils' progress and attainment and teachers and the English Subject Leader use it to support the analysis of results.

## **Reading for Pleasure**

Our ultimate goal is for children not only to be fluent confident readers, but to love reading. We want them to become lifelong readers who read for pleasure. We believe that the way we teach reading and the choice of books helps children to experience the pleasure of books. Children also have opportunities to listen to stories being read to them as this has been shown to foster of love of stories and books. We have a well-stocked library, which as well as being used by the classes is open at lunchtime and before school for children to use. Once a week there is a session in the library open to the younger children and their parents.

## **Reading Linked to an Image of a Tree**

We like to use images to help us visualise and understand how we learn. A tree is an image we often refer to. For reading, first we develop the roots, and we continue to help these roots grow. The roots are a love of story and language. We then have to grow the solid trunk which is about decoding words (phonics and sight recognition) and becoming fluent reader. To thicken the trunk, we help the children to form the underlying comprehension skills linked to things such as background knowledge, language structure and verbal reasoning. We then branch out with developing comprehension skills through 6 main branches (VIPERS). From here come further branches which represent reading different genres. The leaves are all the books the children read and the blossom and fruit their own writing inspired by their reading.

## Reading Lesson Expectations

### Sycamore, Oak and Cherry

The following are the expectation for whole class reading sessions in Sycamore, Oak and Cherry. Y2 (and any relevant Y3) in Sycamore may follow RWI comprehension in the autumn term for half a term. When using the comprehension booklets, the teacher will follow the 'teacher read, echo read and partner read'. The teacher also needs to modelling answering one question each time.

### **Planning**

- Discreet 30 min guided reading sessions will be taught daily using the class text.
- Planning should be recorded on slides/powerpoint guided by the slide format example
- There will be a variety of questions (VIPERS) that are chosen to best suit the text and the Crofty Reading Learning Intentions, help guide these to ensure progression across the school.
- There must be at least three lessons recorded within the children's book/folder, per week. The other two sessions can be oral.
- The written sessions must include an aspect of teacher modelling. Usually this would be the teacher modelling writing an answer to a 'whole class question' and children then have an opportunity to answer a similar question. Approximately another 3 questions are given to the children to be answered based on 1 or 2 pages of the class text (not the whole chapter) This may require scaffolding by either adult intervention, resource, etc.
- Challenge questions are provided
- Over a half term, fiction texts and non-fiction texts are taught. Non-fiction texts are taught over approximately 1 week or for 1 session per week.
- In Year 6 one lesson a week is for an hour, and this involves standalone pieces of texts and questions and the lesson format below is not followed. Year 5 in Cherry read their own group novel on this day.

### **Written Lesson Format:**

1. Pre-teach **vocabulary** in upcoming text extract, include a photo if helpful. Add an example to the working wall/vocab display.
2. **Teacher reads text** (demonstrating prosody) children follow with finger in Sycamore, finger or reading ruler/bookmark in Oak and in Cherry they may scan with eyes but must be following at all times. Teacher reads small chunk of text, say 2-3 pages. A couple of individuals can also read small sections.
3. **Echo Read** - Teacher selects short paragraph/a couple of sentences from what has just been read. Echo reads with the class.
4. Children read in a pair and/or chorally as a class. Must be following as other child reads.
5. Teacher **models** the answer to a whole-class question (co-construct success criteria).
6. **Pupils attempt similar question(s)** in books (scaffold for LA, e.g. page numbers and Crofty stem sentences. May have a couple more questions for them to answer. Adults live mark.
7. **Challenge question/opportunity** on board.
8. **Discuss responses** as a whole class. **Tick and fix**.
9. Teacher finishes chapter (or later in day) if relevant/needed.

## **Marking and Formative Assessment**

- Written responses in books can be self-marked or peer-marked
- Live teacher marking / feedback in lessons
- Marking outside of lessons only if necessary (deep marking not required)
- Incorrect spellings may be given to children to correct in line with our marking policy
- Note-to-Self sheets may be completed with key assessment points recorded. These should inform future planning and interventions. Planning may need to be adapted if unaddressed misconceptions have been noticed.

## **Accelerated Reader and Summative Assessment**

- STAR Reader tests to be administered 4 times a year
- On completion of the STAR Reader test, every pupil to be provided with a ZPD range to ensure the appropriate choice of reading book.
- ZPD ranges to be written in pupils' reading record and pupils expected to know level off by heart.
- Summative assessment is carried out through the consideration of STAR Reader tests and teacher assessment (ongoing) each term.

## **Displays**

- VIPERS on display, picture of the whole class text cover on display in class.
- Vocabulary from the whole class text displayed.
- Vocabulary to remain on display until it has been internalised by the class and retained.

## **Home School Link**

- Expectation for every pupil to read for a minimum of 15 minutes 4 x per week
- Evidence of reading must be recorded in the pupil's reading record.
- Pupils who do not have the opportunity to read at home should be given an opportunity to read in school
- Encourage the use of additional reading for pleasure as well as current AR book.

## **Intervention**

- Children in Y3 who are still on RWI programme have 1 to 1 RWI intervention in addition to RWI sessions
- KS2 Children who are not on track to meet ARE in reading, read 1 to 1 with an adult regularly in school (at least 3 times a week) and receive phonic intervention if this is appropriate
- The HERTs fluency and prosody intervention is used for a targeted period of time
- Reading Dr is used as a precision teaching app, as recommended by our Educational psychologist.

## **Maple and Rowan Expectations**

Within RWI please include echo reading for a sentence or two. The adult demonstrates reading with prosody (expression, tone etc) and children read it back with the same prosody.

In addition to RWI, in Maple and Rowan the class texts are used to read for pleasure and questions are asked orally (VIPER linked). A variety of story books are also read to the children regularly. Once children in Year 1 and 2 are off the RWI programme, they will then access reading lessons using RWI comprehension scheme. When using the comprehension booklets, the teacher will follow the teacher read, echo read and partner read structure. The teacher also needs to model answering one question each time.

## **Planning**

- In EYFS , Year 1 and Year 2 Rowan, refer to RWI planning documents.
- Over a half term, fiction texts and non-fiction texts are read to the class.

## **Marking**

- Note-to-Self/common error sheets may be completed with key assessment points recorded and these inform future planning and interventions. Planning may need to be adapted if unaddressed misconceptions have been noticed.

## **Assessment**

- This is done through RWI.

## **Intervention**

- 1 to 1 RWI intervention happens for all those children currently not on track in terms of RWI age related expectations

Targeted children are listen to read 1 to 1 by an adult in school

## **RWI Expectations**

### **General**

- All children must follow with their finger
- Sit with the correct posture- feet on the floor, one hand on the book the other pointing.
- Partner read-one is the teacher as the other is the reader
- Have spotlight children at the front
- Correct if the children are not saying the sound precisely
- Use of echo read to develop prosody

### **Lesson Format:**

1. Speed sounds already taught.
2. Introduce new sound by

Showing the picture side of the card. Talk out loud from top to bottom. Describe the picture and try and use the words that contain the sound. Eg look at the children playing. The boy is asking if he can play. 'ay may I play' my turn your turn a few times. Turn the card and show the sound. My turn your turn 'ay'. Pop the card into the speed sounds pack. When the children say todays sound they point to it. Pop it back in the pack so it comes up to the front a few times.

3. Green words that match the sound. Show the side with the dots and dashes say  
Special friends? Ay  
Fred talk .....  
Say the word

Or

Green words that match the sound. Hold to your chest.  
Look for your special friends  
Fred in your head.....  
Say the word

Then say them out loud

4. Review words from the week at speed
5. Spell 3 words that contain that day's sound. If time add a couple of spellings with other sounds.
6. Reading activities

Speed sounds at the front of the book. Either partnered or individual but out loud.

Green story words either in the book or on card.

Red words....fastest finger find.....

Read the story

First, second and even the third (With younger children) read is always by the teacher.

Read with the teacher

Partner read a page each

Fill in the blank (this is a good way to get the children following)

Review lessons

Teaching Set 2 and Set 3 Speed Sounds – weekly plan

Monday, Tuesday and Wednesday: Teach three new sounds using the steps in the blueprint lesson plans.

Thursday and Friday: Review these three focus sounds in a Speed Sounds review lesson.

Speed Sounds review lesson

1. Review the sounds
2. Read the words
3. Review the words
4. Reading assessment
5. Spell with Fred Fingers

1. Review the sounds

· Review the three focus sounds taught on Monday, Tuesday and Wednesday, along with previously taught sounds.

· If children are not confident with any of the three sounds, re-teach the full Speed Sounds lesson using the blueprint lesson plan.

2. Read the words

· Ask children to read the hardest Green word card for each of the three focus sounds. Challenge children to read these words without dots and dashes.

· Challenge children to read longer words containing each of the three focus sounds.

Read all words using the routine 'Special Friends, Fred Talk, read the word'.

3. Review the words

· Ask children to read six other Green word cards, including those containing the three focus sounds (show) plus previously taught Green word cards.

4. Reading assessment










· Ask children to read a nonsense word containing each of the three sounds.

### 5. Spell with Fred Fingers








· Spell four to six words read in the session.

Please note, we only ask children to spell longer words once they can spell Set 3 sounds in single-syllable words.

### Set 1 sessions (pre Ditty)

Sound	Say the sound	Read the sound	Review the sounds	Write the letter	Speed write	Fred Talk (oral)		
s (stretchy - see p.34)	 Keep your teeth together and hiss	 Use Picture Sound Cards: ssssnake, ssssnail, sssspider, ssssun	 Draw the snake on the board, then write s next to it.	 Spot the new sound in the pack	 <i>Slither down the snake</i>	 	 Select 3 sounds you have taught children so far.	 s-a-d sad s-a-t sat s-i-t sit

Speed Sounds Set 1 Lesson Plan

<p><b>Learning to blend</b> Review the sounds</p>  <p>1. Blending orally without Speed Sounds Cards</p>  <p>2. Blending with Speed Sounds Cards</p>  <p>3. Blending with magnetic sound cards</p> 	or	<p><b>Blending independently</b> Read the Phonics Green Word Cards: 'Special Friends', 'Fred Talk', read the word</p>  <p>Review the words: 1. 'Special Friends', 'Fred Talk', read the word 2. 'Fred in your head' 3. Speedy reading</p>  <p>Reading assessment: 'Special Friends', 'Fred Talk', read the word</p> 
<p><b>Spelling</b> Using Fred Fingers</p> 