



Reading Expectations at Wool CE Primary



The importance of reading to the curriculum:

The ability to read is fundamental to pupils' development as independent learners. In order to read across the curriculum with fluency, accuracy, understanding and enjoyment pupils need to orchestrate the range of strategies, depicted in the National Curriculum (2014), drawing on knowledge of context and grammatical knowledge; applying phonic knowledge and skills; applying graphic knowledge and developing word recognition.

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as having extreme importance in the curriculum and is split into two main dimensions:

- Word reading
- Comprehension (both listening and reading)

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

The Importance of reading at Wool CE Primary School:

At Wool CE Primary School we recognise the importance of reading across all areas of the curriculum and to prepare our children to be lifelong learners. As a result, the teaching of reading and encouraging reading for pleasure are promoted in a number of ways.

EYFS:

- Language rich classroom
- Inspiring reading area with access to high-quality books
- Reading through continuous provision and role-play areas
- Regular 1:1 reading for pupils with staff and comments recorded in reading records
- Daily phonics and reading lessons
- Daily whole class story time
- Access to Reading Retreat to encourage reading for pleasure at play times

KS1:

- Inspiring reading area with access to high-quality books
- Regular 1:1 reading for pupils with staff and comments recorded in reading records
- Daily phonics and reading lessons
- Daily whole class story time
- Children directed to high quality texts in all subjects across the curriculum
- Access to Reading Retreat to encourage reading for pleasure at play times

KS2:

- Inspiring reading area with access to high-quality books
- Regular whole class reading lessons
- Regular 1:1 reading for identified target pupils with staff and comments recorded in class assessment folder
- Reading for research and information (including internet sources) through topics studied



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- Daily whole class story time
- Children directed to high quality texts in all subjects across the curriculum
- Access to Reading Retreat to encourage reading for pleasure at play times
- Reading buddies with younger children

Early Reading:

- There will be reading and text-led opportunities within continuous provision.
- From the start of reception, children will take home wordless books, before moving on to decodable phonics books (matched to taught sounds) when ready. Guidance on how to read with children will be given to parents through workshops and in writing.
- Links with the local library will be established to support reading opportunities for children.



Reading Books:

- Children who are still being exposed to phonics will have a fully decodable book. Fully decodable books will be kept in classrooms. These books follow the RWI scheme and are issued based on taught graphemes.
- At Wool we follow the RWI approach of reading each decodable book at least **3 times**, once for **decoding**, once for **fluency** and once for **comprehension**.
- All children will also bring home a Challenge book. They may need support to read these books as they contain graphemes that have not yet been taught. The children are encouraged to choose a book that excites them and to explain why they have chosen it.
- Children who have reached a reading rate of 60 words per minute (fluently and with intonation) will be moved onto an Accelerated Reader book band after completing a Star Test.
- Children will be assessed each half term, using an AR Star Test and their book band changed as required



Reading Records:

- All children will have their own reading record to log reading at home.
- Staff will check individual reading records on a weekly basis.
- Staff will tick reads using a highlighter and date, initial and stamp with a relevant comment.
- Lack of reading at home should be communicated to parents initially through a stamp comment and if the lack of reading persists, then a phone call home.
- All children are encouraged to participate in the reading at home Reading Challenge. Prizes are awarded for completing 10, 25 and 50 reads.

Individual Readers:

- When children read individually with an adult, staff and volunteers will date and make comments in the child's reading record (EYFS and KS1, stamp for KS2) and on the class reading record sheets (KS2).
- Reading comments will use the language of the reading objectives from the National Curriculum (linked to fluency and the VIPERS domains)



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- Individual reading will be at word level (phonics flashcards) for children who cannot access whole texts.
- Support staff and volunteers should carry out daily 1:1 reading with as many children as possible. Particular focus will be given to off-track children, well-below children and disadvantaged children. These children will be identified on the reading record sheet that is kept inside the class assessment folder.

Phonic lessons in EYFS and Key Stage 1:

- In EYFS and Key Stage 1, group reading should take place within the phonics lesson, this follows Read, Write Inc.
- Teachers and support staff will work with groups throughout the week, totaling three reads in school a week for each child.
- Children will work in groups to individually read and share a text, supporting each other.
- Adults will support with decoding, word-level work and comprehension questions.
- There will always be a focus on vocabulary – adults will have read the text first to ensure they are prepared for where these focus words might be. In the front of each RWI book there are lists of key words (including common exception words) for the children to practise before and after reading.
- Teachers will carefully choose the books based on children's phonic ability, understanding and reading skills.

Whole class reading lessons:

- Reading lessons in EYFS, KS1 and KS2 will use a whole class teaching approach.
- Reading lessons will take place at least four times a week and for at least 30 minutes at a time.
- Children will be given the opportunity to read aloud, either through whole class fluency tasks, or in a guided group.
- During reading lessons, staff will record comments on the reading record sheets. These will be kept within the class reading folder. Reading comments will use the language of the reading objectives from the National Curriculum and assessment frameworks (EYFS, Y2 and Y6).

What will whole class reading lessons look like?

1. Contextualise the text; activate prior knowledge; make links; develop understanding of vocabulary. *Develop the children's background knowledge and understanding of the concepts that will be used throughout the week's reading lessons. Teachers may use nonfiction texts to support narratives, or explore a theme found within poetry.*
2. Pre-read: Introduce the text; prediction/inference; identify and teach meanings of words; share the text. *Look at a title/front cover/blurb/opening line/image/character and predict what the text could be about. Use inference skills to determine how you know, what else you might discover etc. Identify tier 2 and 3 vocabulary and explore word meanings. Read the text together.*



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3. Revise vocabulary previously discussed; explore new words; close reading; explore a reading skill. *Recap and revise vocabulary and introduce any new vocabulary. Re-read the text in different ways and talk about what good readers do. Teacher modelling of reading skill. Whole class/paired answering of questions related to the skill.*

4. Apply reading skill.

Individual practice of reading skill.

Differentiated independent tasks will be provided as necessary, related to the taught skill. Pupils needing support may work at sentence level, may need a different objective or a focus on phonics. Pupil requiring challenge may be encouraged to use other areas of the text to provide supporting evidence.

Before the children work independently, the teacher will model how to tackle a reading text to the whole class, verbalising the skills and strategies they are using to decode and comprehend the text. During this phase, the teacher should also draw out and reinforce the key vocabulary.

5. Respond to text; make comparisons; reading skills mixed practice.

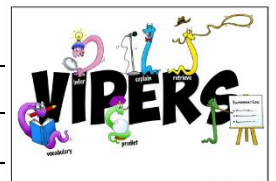
Children could respond to what they have read, through writing or drawing (using evidence from the text to justify their choices), e.g. write the next chapter, diary of a character, alternative story, retelling the story (language focus). Children could apply the reading skill to a different text, which has a link to the original text. They could make comparisons between known texts. Children could answer mixed skill comprehension questions.

While children are working independently, staff will take the opportunity to work with a guided group of key children in order to support them towards mastering the session objective, or on a differentiated task.

Lesson objectives:

Lesson objectives will come from the whole school Reading Progression map and will link to one of the reading domains as outlined in the National Curriculum. Pupils will be made aware of these domains through our whole school use of reading VIPERS to highlight to pupils the reading skills they are focusing on.

Key Stage One	
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





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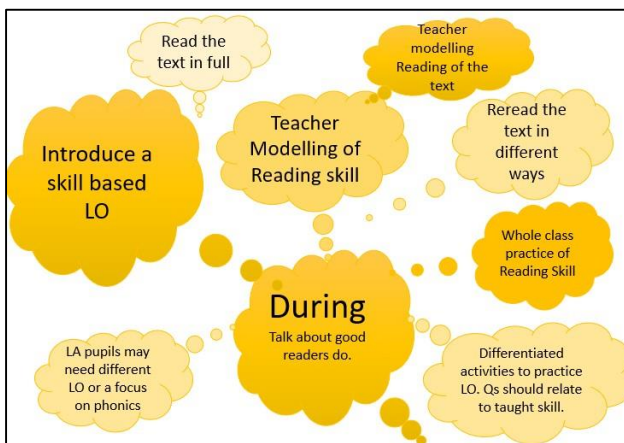
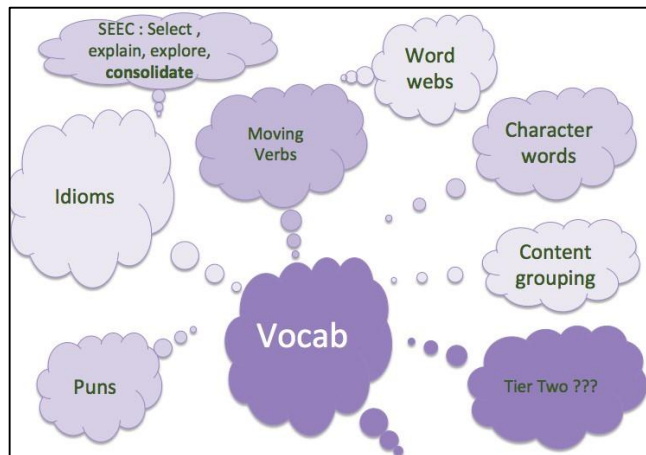


Key Stage Two	
2a	Give/explain meaning of words in context
2b	Retrieve and record information/identify key details from fiction and non-fiction
2c	Summarise main ideas from more than one paragraph
2d	Make inferences from the text/explain and justify inferences with evidence from the text
2e	Predict what 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

Differentiation:

Reading strategies will be described and modelled before pupils practise the strategies independently. Support should then be gradually reduced as pupils take increasing responsibility. Feedback will be provided (verbally or in writing) to support pupils to move their learning forward. Differentiation can happen in many ways: the difficulty of the text the children are working on; the questions that are being asked; the level of support the children are receiving.

Whole class reading strategies:





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Evidence of reading skills:

- Pupil Reading Books will provide evidence of the taught reading skills
- Additional reading evidence will be kept in the class assessment folder, including:
 - Assessment data (phonics assessments, STAR test results, NFER / mock SATs test results)
 - Notes of reading record sheets
 - Common exception word checklists

End of Day Stories:

- There will be a daily end of day story for each class that will last approximately 10-15 minutes.
- Stories will be selected from the school's progressive book map, which covers a range of authors and genres.
- End of day stories will be engaging and immersive; they will expose children to the language of stories and are an opportunity for teachers to model the use of words. Audio books can be used to support this.
- Picture books can also be used to support children in following a spoken narrative.



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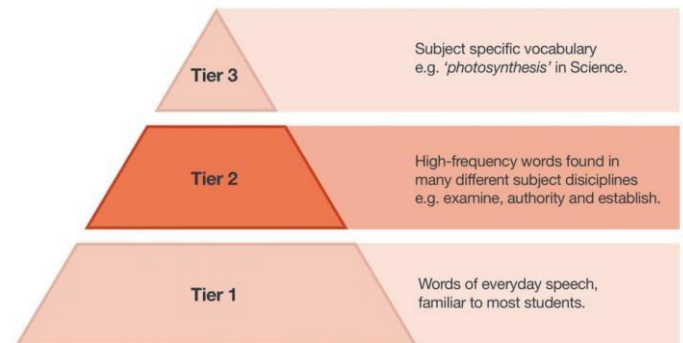


Appendix: Types of Vocabulary

Tier 1: Common words

Tier 1 consists of the most basic words. These words rarely require direct instruction and typically do not have multiple meanings. Sight words, nouns, verbs, adjectives, and early reading words occur at this level.

Examples of tier 1 words: book, girl, sad, run, dog, orange.



Tier 2: High frequency

Tier 2 consists of high frequency words that occur across a variety of domains. That is, these words occur often in mature language situations such as adult conversations and literature, and therefore strongly influence speaking and reading. Tier 2 words are the most important words for direct instruction because they are good indicators of a student's progress through school.

Examples of tier 2 words: masterpiece, fortunate, industrious, measure, benevolent.

Tier 3: Subject specific

Tier 3 consists of low-frequency words that occur in specific domains. Domains include subjects in school, hobbies, occupations, geographic regions, technology, weather, etc. We usually learn these words when a specific need arises, such as learning amino acid during a chemistry lesson.

Examples of tier three words: economics, isotope, asphalt, Revolutionary War, crepe.

It is important to note that tier two and three words are not all clear-cut in their tier classification. There is more than one way to select the words. Word knowledge is subject to personal experience.



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What are the areas of weakness for vulnerable readers in your class?

How will you use your guided reading sessions and individual reads to overcome these gaps?

“The purpose of teaching high-quality phonics and reading is to support all children to become confident, fluent readers.”
(OFSTED Framework)

Every primary school **WILL** have a deep dive into reading.

We need to demonstrate how the bottom 20% of our readers are supported to catch up quickly and that reading is **EMBEDDED** in our school culture.

Who achieved EXS/GDS in KS1?

What is the FFT target for the children in your class?

Which are the vulnerable groups within your class?

ANALYSE NFER/SATs papers to establish gaps.

HOW do we know who, and what, to focus on when reading with the children?

USE DCPro to check progress and attainment of children in your class

PUPIL PREMIUM

PUPILS WITH SEND

BE AWARE OF THE BOTTOM 20%

GUIDED GROUP WORK

during reading sessions will address any reading misconceptions and mistakes, as well as the teaching towards any gaps picked up from the NFER/SATs tests.

VULNERABLE READERS are monitored: lists will be created and kept up to date. These lists will be shared with all staff and used to inform class action plans

STAR ASSESSMENTS will be used to track progress of vulnerable readers.

ASSESSMENT INFORMATION WILL BE RECORDED IN CLASS ASSESSMENT FOLDER



Be a **READING ROLE MODEL** and discuss how and what you read, during guided reading but also by discussing and displaying your own reading habits.

“Teachers should instil in children a love of literature using the best stories and poems.”
(OFSTED School Inspection Handbook)



We need to demonstrate that the bottom 20% of our readers are supported to catch up quickly and that reading is **EMBEDDED** in our school culture.

Encourage the reading of **DIVERSE TEXT TYPES**, through the curriculum but also through reading for pleasure: fiction, non-fiction, drama, poetry, heritage texts, magazines, newspapers, traditional tales, graphic novels, dictionaries...

How do we foster a LOVE OF READING?
We are all responsible for creating a reading culture.



Ensure **WELL-CURATED BOOK CORNERS** with a range of age-appropriate and phonically decodable books.

Promote, praise and encourage engagement with **READING CHALLENGES.**

Promote and encourage use of the **SCHOOL LIBRARY.**

Check **READING RECORDS** weekly and ensure that children are recording all the texts they read, both at school and at home.

Spend some time with your class completing **BOOK REVIEWS** and updating their ‘book shelves’, as well as discussing home reading.

Promote and display the reading at home challenge **“REMARKABLE READING STARS”** and your own class-based incentive!