

Reading at Haworth Primary

We strive to give our children the best start in establishing secure foundations in reading by ensuring that all children become successful, fluent readers by the end of Key Stage One. We believe this is achievable through a combination of high quality, discrete systematic phonics teaching combined with a language rich curriculum. Our primary intent is to create avid readers, which we believe is the foundation for any greater depth learner. While phonics and fluency will be emphasised in the early teaching of reading, immersive whole-class reading sessions later take precedent and we use challenging texts to ensure our reading curriculum offers ambition and challenge. These sessions help to develop fluency but primarily focus on the contextualisation of language and literary devices.

We also prioritise establishing a reading culture in which children are encouraged to read widely and for pleasure. It is our intention that by the end of their primary education, all of our pupils will be able to: read fluently, with confidence, in any subject in their forthcoming secondary education; draw on their knowledge of quality literature to further drive their passion for reading and writing and continue on their journeys as life-long readers.

Phonics

Little Wandle Letters and Sounds Revised draws on the latest research into how children learn best; how to ensure learning stays in children's long term memory and how best to enable children to apply their learning to become highly competent readers. We start teaching phonics in Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. We also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum.

We ensure our Nursery children experience a 'Foundation for Phonics' which ensures they are well-prepared to begin grapheme-phoneme correspondence and blending when they reach Reception. This involves: sharing high-quality stories and poems with children; learning a range of nursery rhymes and action rhymes; activities that develop focussed listening and attention, including oral blending and immersion in high-quality language

Our Reception and Year One children receive a daily discrete phonics session following the Little Wandle teaching sequence from Phases 2-5. In Reception, children have access to reading books within provision which are matched to their phonetic ability.

Where children are identified to be struggling to remember phonetical knowledge in line with expectations, Little Wandle interventions are used alongside daily discrete sessions in order to ensure our '*keep up, not catch up*' approach. These children also access additional 1:1 reading with an adult to support their blending and decoding.

We recognise that children who are making the transition from Year Two to Year Three can become vulnerable to the demands of the increasingly challenging Key Stage Two curriculum. Therefore, we action carefully planned transitions to ensure their phonetical needs are still being met. Where there is a need, particularly for those children late in passing the phonics screening, Little Wandle interventions are used to support the catch up of their phonetical awareness and they access additional 1:1 reading with an adult to support their developing fluency.

Developing Fluency through Reading Practise Sessions

In addition to phonics sessions, all of our children in Reception and Year 1 are taught to read and develop their fluency through three reading practise sessions per week. These sessions provide children with frequent opportunities to apply the phonics they have learned to reading phonetically decodable books. Through each session, led by an adult, children first work on their decoding; then on prosody (reading with understanding and expression) and finally on comprehension – gaining a good understanding of the text. These sessions are completed with the same book.

The three-part-read model is used in Key Stage Two for groups of children where a need is identified. Reading material will be chosen because of its appropriateness and maybe because of a link with wider-curriculum. The principles however of reading the same book or text on three occasions and working towards a deeper level of fluency remains the same.

Teachers are constant models of fluency across the curriculum; they build deliberate fluency practise into their shared reading sessions as well as the wider curriculum through but not limited to: modelling fluency, re-reading, re-casting, echo-reading and development of reading with expression.

Guided reading

Our reading curriculum sets out an evidence-based approach to developing whole school comprehension adapted from *The Art and Science of Teaching Primary Reading* by Christopher Such.

This sets out the intent, and supports the delivery, of the comprehension element of the reading curriculum through the provision of lesson structures for the three types of daily reading comprehension - fluency reading, extended reading and close reading.

Transitioning into Comprehension

During the early years and Year 1, the primary focus is on supporting pupils to become fluent readers, through the full implementation of Little Wandle systematic synthetic phonics programme (LW). Once pupils have completed LW, formal comprehension lessons begin. This will typically be at the beginning of Year 2.

Elements of Comprehension

Reading fluency and comprehension exist in a reciprocal relationship: reading fluency frees up cognitive resources that can be devoted to comprehension, and comprehension allows reading to flow. Fluency can be taught and benefits from practice. This fluency practice should involve repeated oral readings of short texts to develop accuracy, speed and prosody - see the 'fluency reading' lesson below.

Assuming an adequate baseline of fluency exists, comprehending a text whilst reading requires pupils to:

- a) Possess the background knowledge of the world relating to the situation being described.
- b) Have an understanding of the encountered vocabulary, including understanding how articles, prepositions, pronouns, conjunctions and other connecting devices function within and across sentences in order to create meaning.
- c) Have an understanding of how sentence structure and punctuation contribute to meaning.
- d) Encounter and learn about each text type, including typographical features (e.g. italics), organising features (e.g. sub-headings) and levels of formality.

Successful reading comprehension is therefore underpinned by a pupil's ability to master the specifics of a particular text - the background knowledge required, the encountered vocabulary, the sentence structure knowledge and the text structure knowledge.

Comprehension, or the sub-categorised 'domains' of comprehension as characterised by national test frameworks (e.g. inference, prediction, summarising), is therefore not a generic, transferable skill or set of skills that can be explicitly taught and then transferred to other texts.

Attempting to 'work backwards' from the perceived requirements of national tests by discretely teaching what have been identified as testable component comprehension skills (e.g. inference, prediction, summarising) is therefore not the optimum way to develop comprehension. Rather than overly focussing on the end goal - national tests -, comprehension is therefore developed best by painstakingly focussing on reading fluency, knowledge of vocabulary, text structure and the world over a long period of time, all within an environment of rich discussion and whilst having deep encounters with a broad range of varied texts. These need to be developed primarily whilst pupils are reading, not whilst doing written questions afterwards.

During reading lessons, therefore, there are a set of comprehension strategies and elements that must be developed and combined in order to support successful comprehension. These strategies should be explained, modelled, scaffolded and independently practised in order to support successful comprehension, as an inherent part of exploring texts. The elements of text structure, sentence structure, vocabulary and background knowledge should be explicitly taught and learned through shared exploration of texts

Comprehension Monitoring

Comprehension monitoring is a metacognitive strategy that should be explicitly modelled, scaffolded and practised in reading lessons while engaging in meaningful discussion and oral questioning of sections of a text.

Here, pupils should be taught to ask themselves questions about a text's meaning and to summarise important parts of a text. They should also be taught to increase their attention when vocabulary becomes challenging or unfamiliar text types are encountered. They should be encouraged to re-read when parts of text feel more difficult. In short, they need to be taught to actively think about how they are reading, whilst reading.

In doing so, pupils understand the reading is actually a problem-solving task that requires conscious attention in order to build meaning of the text.

Whilst reading a text with pupils, teachers need to think aloud and model the metacognitive process of comprehension monitoring by:

- a) Modelling self-checking for understanding at appropriate points by asking appropriate questions.
- b) Re-reading challenging sentences and working out what the author is trying to say by focussing on unfamiliar vocabulary.
- c) Summarising what has been read.
- d) Showing an awareness that perhaps not everything is yet understood, but in subsequent paragraphs it is expected that relevant knowledge will be gained as we read further.

Comprehension monitoring should be embedded within the middle sections of the three types of reading comprehension lesson as discussed in detail below.

Inference

Inference in reading is the use of present information alongside reasoning and background knowledge in order to deduce something that is not explicitly stated in the text.

Inference relies on knowledge of the encountered vocabulary, understanding of the text structure, usage of anaphors (e.g. pronouns and other words that refer to earlier parts of the text) and other connecting devices, and background knowledge of the text content.

In particular, global coherence inferences require a pupil to possess requisite background knowledge and wider vocabulary in order to make sense of a text.

Successful inference therefore depends upon specific text-related knowledge - that of vocabulary, syntax, background knowledge and text structures. Inference is therefore not a generic, transferable skill that can be taught and then transferred to other texts. It is an emergent property of a pupil's ability to comprehend, manifesting from the combination of vocabulary, syntax, background knowledge and text structures knowledge, relative to the text that is being encountered.

The optimum method of building a pupil's ability to infer is thus to simply engage pupils in lots of worthwhile texts during reading lessons. In particular:

- a) Discussing vocabulary, particularly the pronouns and usage of other cohesive devices.
- b) Picking apart and discussing the different sentence structures during close reading.
- c) Analysing the text structure.
- d) Ensuring pupils possess the required background knowledge of a specific text.

All of these things are part of the underlying goal during reading comprehension lessons: understanding the specific text being explored.

As pupils engage in a text, teachers should dedicate time, within rich discussion, to analysing and understanding vocabulary, syntax, text structure and background knowledge. As these elements connect and reinforce each other, pupils will then infer and make meaning. These four elements are the cornerstones of the three types of Star daily reading lesson as explained in subsequent sections, although individual lessons may focus more on some elements rather than others.

Text Structure

Written texts can be divided into categories and genres and it is important that pupils understand the text structure of each type in order to be able to make meaning:

Therefore, pupils should be explicitly taught the typical structures of each type of text within a varied diet of reading that incorporates all of the above.

This should include regular encounters with a range of stories, poems, narrative non-fiction and different types of expository texts, such as journalistic articles, instructions and non-chronological reports.

Vocabulary

The more words pupils know, the more they can comprehend. Pupils require both vocabulary breadth and vocabulary depth. Vocabulary breadth is the number of words that a pupil can recognise and understand. Vocabulary depth is the extent to which a pupil understands the different uses and contexts in which a particular word can be used. Both are important.

Vocabulary breadth supports fluency by allowing pupils to match words they are decoding to their acquired vocabulary. After repeated attempts, this matching becomes automatic and the process of orthographic mapping occurs - the word becomes a word that they can recognise immediately with no conscious effort.

Vocabulary depth supports comprehension by building up a schema of a word, formed through a rich diet of reading in the classroom. Experience and understanding of the varied uses and contexts of a word grows and a pupil's ability to extract meaning from the contextual use of a word improves over time. In short, pupils need to read a lot.

Teachers should therefore spend time teaching unfamiliar words whilst reading, and a continuous vocabulary focus must be embedded into the three types of Star daily reading lesson as explained in subsequent sections.

Systematically building an understanding of tier 2 words is crucial to comprehension.

Morphology refers to how words are formed by their constituent parts. These parts are called morphemes and are the smallest unit of meaning. For example, the word redrafting has three morphemes: re- (meaning again), draft (meaning to draw) and -ing (meaning the continuous present tense). By analysing words in terms of morphemes and learning these, children become more able to work out the meaning of unfamiliar words that contain them. Words can also be analysed through reference to Latin and Greek root words. For example, aqueduct is built from two root words - aqua meaning 'water' and duct meaning 'channel'. Over half of polysyllabic words contain root words with Greek and Latin origins and to support vocabulary development, pupils should systematically encounter and learn about the most common Latin and Greek root words.

Background Knowledge

A pupil's background knowledge of the world is deeply linked to their ability to comprehend a text. It helps them to understand the specific uses of vocabulary, make inferences and thus comprehend meaning.

Reading in the wider curriculum is therefore important, as well as that undertaken during daily reading lessons, because both will gradually develop background knowledge and increase the chance that when a pupil encounters a text, he or she understands the subject matter enough to support the making of inferences.

How the Elements Work Together

The above elements of language comprehension - comprehension monitoring, inference, text structure, vocabulary and background knowledge - do not develop in isolation. Their spheres overlap, one does not occur without another and the development of overall language comprehension requires a synthesis of all these elements.

Haworth's 'Books to Share' & 'Reading Miles'

We know that well-chosen literature allows children to develop culturally, emotionally, intellectually, socially and spiritually. Being immersed in good quality literature develops pupils' acquisition of a wide vocabulary; allowing children to explore and appreciate our rich and varied literary heritage. In order to expose our children to a wider range of high quality literature, which we believe will offer the children valuable 'Reading Miles,' we have developed this bespoke collections of texts. The recommended reading book lists have been carefully created by class teachers and are a range of traditional and modern classics as well as non-fiction and poetry titles.

Books as windows and mirrors

We believe that reading is an entitlement that should enable children to connect with some of the finest words ever written, opening up the world of possibility, interest and intrigue. It is with this in mind that across all of our carefully created book lists: the literature spine; books to share and reading miles, we have hand-picked traditional classics as well as a wide variety of texts which act as windows and mirrors for the children. Windows in stories support the learning of history, show authentic perspectives and shared experiences. These windows, we hope support the learning children do across our wider curriculum and act as a guiding light to help create better global citizens. Mirrors in stories allow us to see ourselves. They allow the examination of ourselves and can give us a glimpse of ancestry and heritage. We aim to empower our children through the gift of seeing themselves in the literature they read. These mirrors help us see ourselves in relation to the world and help to build connection and a sense of belonging; showing the reader what is possible.

Daily reading for pleasure

We have a strong ethos around the importance of reading; including reading for pleasure. Children are given opportunities to read for pleasure daily. Adults in the classroom *may* also read a book of their choice as a way of modelling this practice: immersed in uninterrupted quiet reading. In addition to this, each class enjoys listening to a class story or poem daily. This is usually taken from the reading spine and is read by the class teacher.

Classroom Reading Areas

In each of our classrooms there is a well-resourced reading area: a place for children to both enjoy reading in comfort and to select age-appropriate reading material. A live display of recommended reading miles can be found in each reading area. Classroom libraries are regularly monitored and replenished to ensure they offer a range of appropriate and inviting books.

Parental Involvement

In Early Years we invite parents to an early literacy workshop to help them to support their child at home. Parents are welcomed and encouraged to visit school at their convenience to read with their child. Further parent workshops are made available to parents of children entering KS1 and KS2 so that expectations can be shared and guidance as well as support in reading with children can be offered.

Little Wandle Letters and Sounds Revised provides a wealth of online resources for parents. Our EYFS and KS1 staff signpost accordingly to ensure phonics support at home is appropriate and targeted.

Monitoring and Assessment of Reading

All children, from Reception to Year 6, have a *Reading Record*. From the Summer Term, Nursery also begin recording their reading journey. Children are expected to have their reading records in school and to take them home every day. We maintain high expectations that all children should be reading every day at home. Parents and staff in EYFS and KS1 are expected to write comments in their child's reading record to show that they are reading daily and as a way of communicating. In KS2, children are expected to gradually take more responsibility and record their own books and responses to books.

Phonics Assessment: children's phonetical ability is assessed and recorded on a phonics tracking system each term. Results are discussed between class teachers and alongside the Phonics Lead and Head Teacher at termly pupil progress meetings.

All children from Year 2 upwards are assessed termly using the PM Benchmark. This measures a student's: instructional reading level, ability to read for meaning, ability to integrate meaning with structural and visual cues, use of self-monitoring systems, knowledge of print conventions, rate of learning, level of independence. Children who are not progressing are identified quickly and targeted interventions are put in place.

From Year 2, children's comprehension skills are also assessed termly using NFER assessments which are used to support teacher assessment.

Support for SEND and Lowest 20%

We have a determined approach that all children will meet or exceed the expected standard in reading *primarily through* our approaches in quality first teaching; offering a systematic reading curriculum where first, phonetical knowledge is developed and deepened to build fluency and later, immersive, ambitious and challenging reading sessions support comprehension and contextualisation.

The EEF state that, "The best evidence shows that teaching is the most important lever available to schools to improve pupil outcomes."

The following interventions are used in addition to quality first teaching in order to support those children who are working below the expected standard in reading:

- Speech and Language intervention: NELI
- Flashcards used to develop automaticity with High Frequency Words
- Keep-Up Intervention to support 'Little Wandle' Phonics .
- Continued implementation of reading fluency practise sessions using the three-part-read model throughout KS2 for those children identified as requiring continued, supported fluency practice.
- Where the need is identified children will access 1:1 or small group fluency sessions on a more regular basis: these sessions develop children's fluency, automaticity and basic comprehension.
- Purchase of dyslexia friendly texts / books

Continuous Professional Development for Staff

We take the continuing professional development of staff seriously and as result ensure our staff receive regular training on how to deliver phonics effectively and how to deliver the comprehension curriculum. This includes full induction for members of staff who are new to school.

All of our staff are fully trained in Little Wandle Letters and Sounds Revised.

The Senior Leadership Team have accessed training in the development of an inspiring reading culture.