



Hawthorn Primary School

Reading Strategy

Our Intent:

At Hawthorn, we believe that every pupil has the right to learn to read and to gain pleasure from their reading experiences.

By the time children leave our school at the end of Year 6, they will have been exposed to a plethora of high-quality texts (including fiction, non-fiction and poetry) across the whole curriculum. These texts develop in complexity, and a reading spine shows how the complexity in texts evolves.

A Hawthorn reader is able to choose books suited to their interest level and is able to talk in detail about the contents, themes and characters within their book. A Hawthorn reader is able to recommend books to their friends justifying their reasons. All adults at Hawthorn are passionate about reading, and all adults engage regularly in book talk with the pupils as well as being able to recommend books of interest.

By being a successful reader, pupils at Hawthorn develop respect and thoughtfulness for others through the characters and plots they encounter in their books. They develop their teamwork skills by collaborating and sharing their views about books. A Hawthorn reader develops their own resilience by asking questions about the books they read and monitoring their own understanding of the texts they choose.

By the time children leave in Year 6, they will be accomplished in terms of comprehending deeper meanings and inference within books. They will have completed the programme of study set out in the National Curriculum. Children will have the skills they need to take part in the end of KS2 tests; however, emphasis will always be placed upon reading for pleasure.

Implementation

The following sections detail how Reading at Hawthorn is implemented. It details the coverage, concepts and skills as well as timetabling, resourcing, teaching sequences, and developing a Reading For Pleasure culture.

EYFS Early Learning Goals

The following strands from the EYFS statutory framework will be taught through cross-curricular lessons, phonics lessons and WCR sessions.

Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate – where appropriate – key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

Children at the expected level of development will: -

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

National curriculum for KS1 and KS2

Teachers will follow the programmes of study for reading at Key Stages 1 and 2, which consist of two dimensions:

- Word reading
- Comprehension (both listening and reading)

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

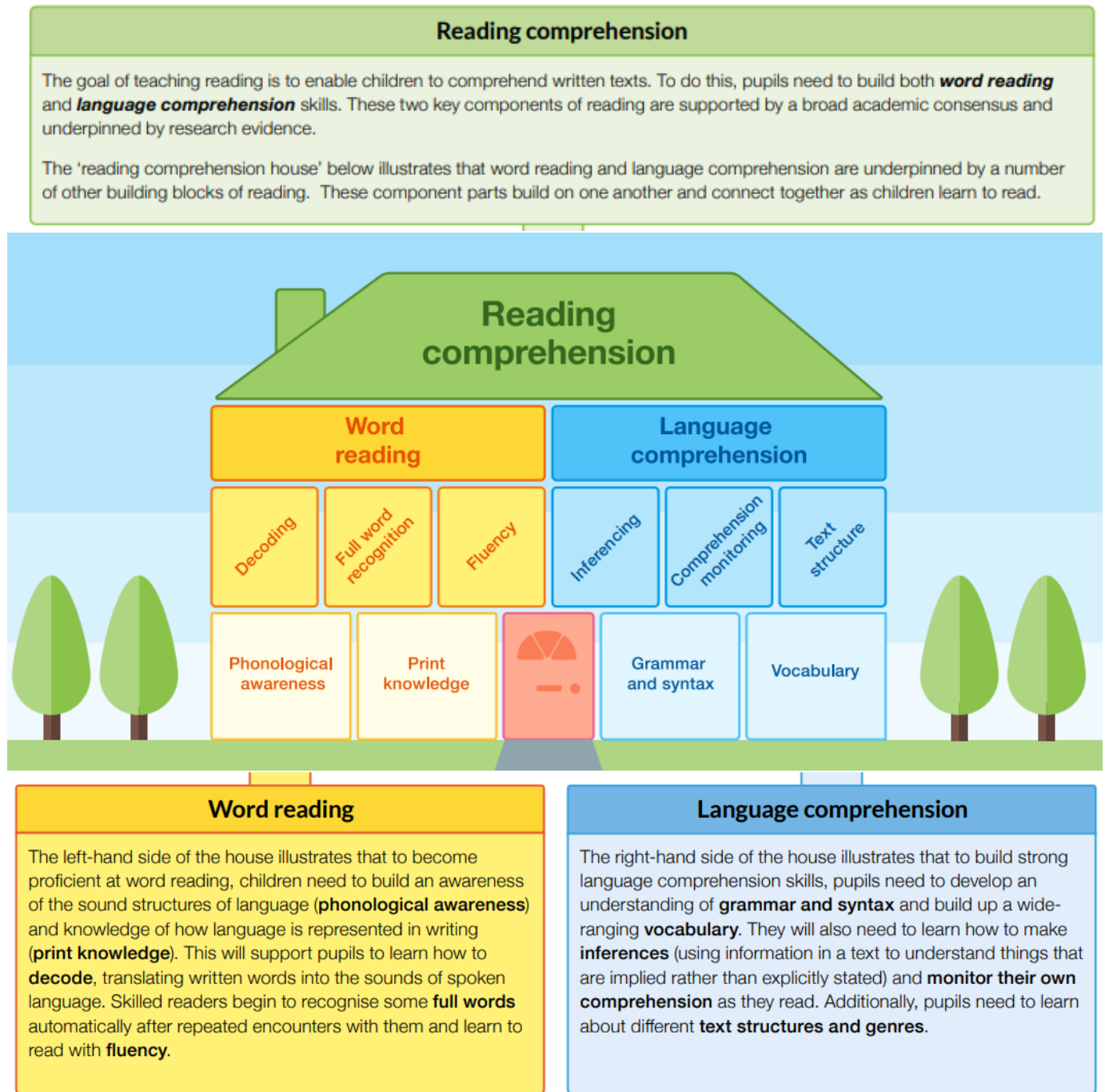
Good comprehension draws from: linguistic knowledge, knowledge of the world, high quality discussion and experience of a range of genres.

In Key Stage 1, children will listen to and discuss a wide range of poems (including contemporary and classic), stories and non-fiction including fairy stories, traditional tales and rhymes, at a level beyond that at which they can read independently.

In Key Stage 2, children will read, listen to and discuss a wide range of fiction; poetry (including free verse and narrative); plays; non-fiction and reference books or textbooks; fairy stories; myths and legends; traditional stories; modern fiction; fiction from our literary heritage; and books from other cultures and traditions. For year group specific information see National Curriculum programme of study.

In all Key Stages, children will independently read books that are at an age-appropriate ability and interest level.

The EEF uses this infographic to explain:



Reading Concepts:

In order to read, there are 5 key concepts that underpin the ability to read words and comprehend.

- **Phonemic Awareness**
- **Phonics**
- **Fluency**
- **Vocabulary**
- **Comprehension**

Children need to have comprehensive understanding of these 5 concepts in order to be a well-rounded reader. The concepts directly link to the content of the EYFS Early Learning Goals and the KS1 and KS2 National Curriculum.

Please see *appendix 1 'The Big 5: Key Concepts for Learning To Read* - this gives a detailed breakdown of each concept and how they come together to enable a child to be a proficient reader

KS1 & KS2

Domains:

The following domains will be taught as part of the reading sessions throughout children's time at Hawthorn Primary school.

KS1:

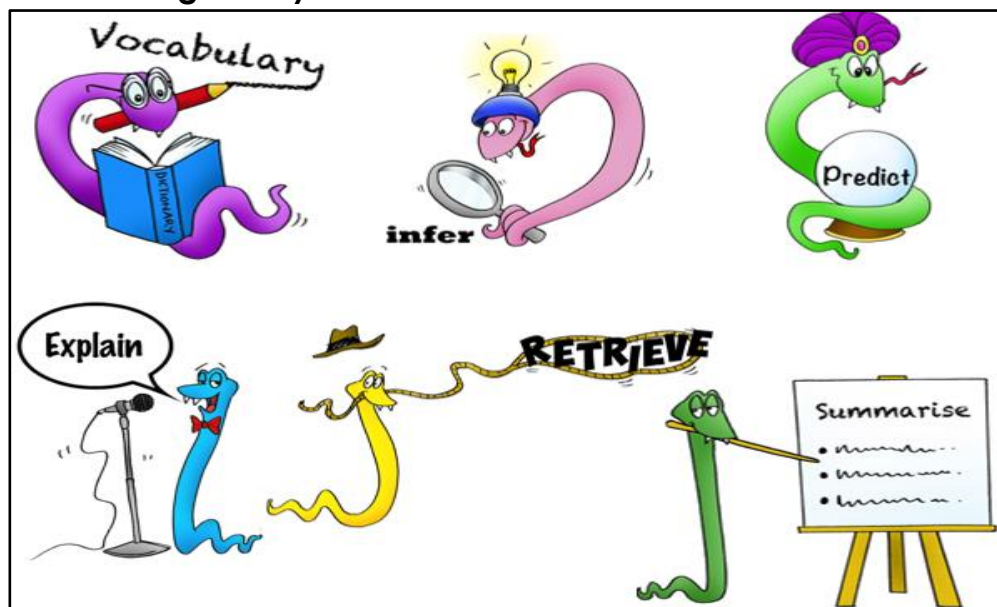
- 1a draw on knowledge of vocabulary to understand texts
- 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- 1c identify and explain the sequence of events in texts
- 1d make inferences from the text
- 1e predict what might happen on the basis of what has been read so far

KS2:

- 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

The domains are not the curriculum, they inform the assessment of reading at the end of KS1 and KS2. Comprehension questions are developed using the domains as a reference point.

The Reading Skill Symbols used in KS1 & KS2 are



Timetabling and organisation

Teaching of Reading

- Daily Phonics lessons in EYFS & KS1 & some LKS2
- Daily RWI Comprehension lesson for KS1 who are off RWI
- WCR In EYFS minimum of 10 mins daily – focus on oral retelling of stories. After Christmas, follow RWInc 'Talk Through Stories' scheme.
- KS1 WCR daily for 10-15minutes following RWInc 'Talk Through Stories' scheme.
- WCR in KS2 minimum of 45 minutes (3 lessons per week)
- KS1 & EYFS follow Talk Through Stories planning – adaptations made where needed to the accompanying PPT.
- In EYFS, adults model language and thoughts.
- In EYFS, phonic and reading activities are also part of Continuous Provision.
- KS2, plans have all NC objectives; objectives are highlighted depending on what is being covered
- Teachers are able to monitor NC coverage through highlighting of the planning.
- Lessons in KS2 will have the title of the book & author / illustrator. Specific skills are referred to within the lesson.
- VIPER symbol will be displayed on PPT / teaching material based on the domain being covered
- Oracy can be used to develop understanding and knowledge of vocabulary and comprehension across key stages including EYFS.
- Language For Thinking is used to develop Oracy in EYFS.
- To support EAL and SEN learners in KS2, the RWInc Talk Through Stories approach will be used where needed.
- To support EAL and SEN learners in KS2, pre-teaching of text and language will be used where needed.

Planning, continuity and progression

At Hawthorn we have **CORE TEXTS** that anchor our curriculum. Reading skills are linked to the core texts. Reading also links to other subject areas and a Reading Spine has been curated for each phase showing which books are used. The Reading Spine shows a progression on complexity of text. The National Curriculum Programmes of Study provide the statutory content for each year group. Reading Skills document shows the journey of Reading Skills from EYFS to Y6 (*see appendix 2 Reading Skills Progression Map*). Short term plans identify learning objectives and skills to be taught in each lesson. Teachers plan inclusive lessons and differentiate to ensure that all children can access the curriculum.

Teachers will also provide opportunities for children to build fluency and stamina when reading independently for example re-reading texts, reading aloud, reading increasing quantities of a wide variety of texts and opportunities for independent reading including reading across the curriculum. All children have time during the school day to read independently as well as having time to quiz as part of their Accelerated Reader experience.

Classroom Environment

- Reading area in every classroom. Some books should be forward facing. Don't overload this area.
- Choice of AR books in classroom – these should be in levelled sections (KS2 only)
- Reading display in KS2 (this could include reading recommendations and/or an author display)
- Evidence of class novel (KS2)
- Evidence of class text and vocabulary to support text (KS1)
- Display showing VIPERS symbols in KS1 & KS2
- Speed Sound chart

Phonic Books:

- At the start of the year, all eligible children are assessed and provided with books that appropriately match their current phonic level.
- Children are re-assessed at least every 6 weeks. Books are then re-assigned according to new phonic level
- Children take home the book that is being covered within the structured phonic lesson and another book that is matched to their phonic capability.

Accelerated Reader

- When children have been assessed at comprehension level of RWInc, they move onto AR.
- At the start of the year all eligible children are assessed via STAR TEST and provided with their ZPD.

- Children choose books within their ZPD range and quiz once they have finished the book.
- All eligible children complete STAR tests at the start of each new half term.

Library

All children in KS2 have the opportunity to visit the library daily to change their library book.

In KS1 and EYFS, the children have a chosen day where they can visit the library to change their book.

In EYFS, the whole class will go for a half hour slot in the library where they learn how to change their book and give reasons for their choice.

- Children can choose up to two books to take home.
- EYFS/KS1 have an opportunity each week to visit the library and change their book.
- Children who have ZPDs can choose any book they like; however, if the book has a higher ZPD than their current one, they are encouraged to share these books with adults at home.

1:1 Reading

- All children will have a home reading book – this is based on their current phonic level or their ZPD.
- Children in EYFS are heard for a minimum of once per week and Reading Buddies and Daily Readers
- Children in KS1 & KS2 who are identified as needing to read daily, read to an adult. Class teachers monitor this.
- Children in EYFS & KS1 have a Reading Record Book in which parents sign and comment when they hear their child read
- Children in KS2 have a Reading Journal in which they track their current reading book

Reading across the curriculum

- Reading skills should be applied to other areas of the curriculum including cross-curricular reading links. Children will need to have reading opportunities in all areas of the curriculum. Teachers need to consider this when planning.
- Our reading spine shows high quality texts that are used to enhance the delivery of other subjects across the curriculum.
- The school library ensures a wide variety of books (fiction, non-fiction and poetry) are available to support children's understanding of the wider curriculum.

Reading for Pleasure

At Hawthorn we create a culture that develops *Reading For Pleasure*. Children experience the pleasure that reading brings via various opportunities and initiatives:

- Daily Story Time
- Daily Independent Reading Sessions

- Opportunities to talk about their books with their friends and other adults
- Reading Buddies (Y6 children reading with and listening to EYFS & KS1)
- Reading Raffle
- Visits to the school library
- Listening to audio books
- Watching poets / authors read stories online
- Stories in Assembly
- World Book Day events
- Pyjamarama events
- Accelerated Reader – quizzing
- Contact with real-life authors, poets and illustrators
- Reading Bookmark showing 6 recommended reads as well as question stems.

There are many different techniques you may use in the teaching of reading including:

- highlighting texts,
- chopping up texts,
- circling key words,
- skimming and scanning texts,
- identifying key phrases in a text etc
- Echo reading
- Choral reading
- Paired Reading
- Teacher as expert
- Creating questions for a given answer
- Drama to introduce authorial language / intent

Some useful resources include:

- Reading Reconsidered (available on TEAMS, Curriculum Subjects, Reading) - ideas for domain-based activities
- Twinkl 60 second Reads (available on TEAMS, Curriculum Subjects, Reading)
- Reading Spine (available on TEAMS, Curriculum Subjects, Reading)
- DfE Reading Framework (available on TEAMS, Curriculum Subjects, Reading)
- Literacy Shed resources (<https://www.literacyshed.com/>)
- Oxford Owl www.oxfordowl.co.uk
- Go Epic www.getepic.com
- Extracts for WCR www.lovereadings4kids.com

Teaching Sequence for EYFS

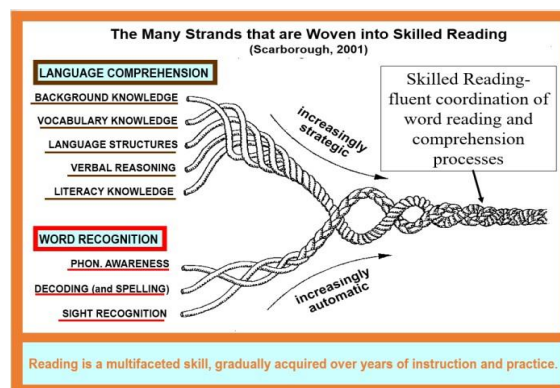
- Follow Talk Through Stories sequence.
- Verbal responses and paired talk to develop oracy
- PPT developed by class teachers to support the delivery of the lessons
- 2-week cycle (3 texts per term)
- Vocabulary has high priority within each unit.
- Vocabulary is explicitly displayed and taught and referred to throughout the day.
- Questions amended to suit the needs of the children.

Teaching Sequence for KS1

- Follow Talk Through Stories sequence.
- Verbal responses and paired talk to develop oracy
- PPT developed by class teachers to support the delivery of the lessons
- 2-week cycle (3 texts per term)
- Vocabulary has high priority within each unit.
- Vocabulary is explicitly displayed and taught and referred to throughout the day.

Teaching Sequence for KS2

- Children should write about reading where appropriate. This can be done orally first and/or scaffolds provided.
- Children need to be shown how to write for reading through careful modelling and discussion.
- Teachers will need to plan the amount of text carefully ensuring it is manageable. This should increase as the year goes on however, thought needs to be given based on the activity that is expected.
- **'Use of extracts'** - When teachers use extracts from a book there should be opportunities for the class to become more familiar with the text, whether this is added to their reading collection, putting the book on display, encouraging children to read the rest of the book or in story time.
- The length of text will need to increase over the year to build stamina.
- Teachers will need to reduce the amount of scaffolding and support given across the year (EEF).
- During the week the teacher will teach the whole class specific reading skills however they will also be discretely reinforcing multiple skills and strategies. Over time children will become increasingly more proficient in combining strategies and skills to become skilled readers
- KS2 focus on mixed domains – children do not need to be taught domains in isolation as research shows that children need to develop all round awareness in order to comprehend what they read.
- The Concepts of reading: **Phonemic awareness, Phonics, Fluency, Vocabulary and Comprehension** underpin all teaching sequences. This links clearly with Scarborough Rope.



Specifics for Lessons in KS2

- Every lesson will include an element of FLUENCY – this could be teacher modelling, paired reading, individual reading, choral reading, echo reading. Fluency should develop over the week in so that automaticity and prosody is apparent. Please refer to Appendix 3 – Reader's Theatre for ideas to develop FLUENCY
- Time should be given for children to 'wonder' and make connections and make queries, theories and connections (UKS2) about picture / extract early on in the unit. Vocabulary should be taught specifically, usually towards the start of the week. Vocabulary taught should link into any comprehension questions you include later in the week.
- Domain-based questions should have a modelled answer with teacher thinking aloud. Children's questions will follow same structure.
- Any questions or activities printed for children must include the VIPER symbol that relates to the domain being covered.
- APE (Answer It, Prove It, Explain It) should be used as a structure to answer questions. Sometimes, questions won't need all elements of APE, but the structure means that children become confident in how to answer questions (See Appendix 4 – APE Resources)
- Visualisation activities are good for seeing how well the children can 'see' the setting, characters etc...In LKS2, ch should label their visualisations, in UKS2 ch should use direct quotes from the text to label.

The Reading Framework

Our Reading Curriculum is sympathetic towards the DfE's Reading Framework. Although this is not statutory guidance, The Reading Framework offers sensible and practical strategies for ensuring children receive the best Reading Curriculum. We whole-heartedly support all the recommendations from this framework and a lot of what is seen and carried out at Hawthorn is supported by the evidence of impact from the DfE document.

IMPACT

At Hawthorn, through focussed delivery of our Reading Curriculum, children will leave school at the end of Year Six with a deep understanding of books, genres and authors. They will be able to talk eloquently about the texts they read as well as recommending authors and books to others.

At the end of EYFS, children will have completed the ELGs in Comprehension and Word Reading.

At the end of KS1, children will have completed the KS1 programme of study and be in line with the national standard of children working at the expected standard.

At the end of KS2, children will have completed the KS2 programme of study and be in line with the national percentage of children meeting the expected standard in SATs.

In order to ensure the desired impact happens, we use a variety of ways to assess children through their journey at Hawthorn.

Assessment of Reading

- Ongoing assessment of Reading throughout the year which feeds into final assessment in Term 6.
- Phonics assessments in order to regroup and move children to correct level
- Phonics Screening takes place in Y1 (June)
- Phonics Screening catch for Y2s who did not pass in Y1 (June)
- STAR Tests (once children have completed phonics programme) completed 6 times a year plus baseline in September.
- ZPDs monitored – adult ensure children read within their range and step in to support book choice when needed.
- Accelerated Reader Quizzing – children quiz after every book read. Adults monitor quizzing progress.
- School target for quizzing is an average of 80% correct.
- WCR independent tasks relate to Content Domains.
- Standardised assessments (NTS) 3 times a year for Y2 – Y5.
- Insight updated 3 times a year - based on evidence gathered from NTS and TA.
- SATs papers used regularly for Y6 to monitor levels and scaled scores.
- QLA completed for each paper completed with gaps identified.
- Gaps in reading identified from STAR Test, quizzing, Standardised Tests and Independent WCR tasks inform future planning and areas for focussed intervention