



Reading at Highlees

This outlines the reading strategies at Highlees. We have two strands - Reading for Pleasure and the Teaching of comprehending text. Both these strands compliment each other to ensure each student is a confident, motivated reader.



Phonics

- Little Wandle Letters and Sounds is the only program used in school (all resources and displays support the program). All phonic interventions follow this program.
- Children working beyond Phase 5 in Year 2 are taught Spellings, using the National Curriculum, Programme of study.
- The phonics' planning format and agreed lesson structure, shared by the Phonics Lead, is used by all teaching staff (revisit, review, teach, practise, apply).
- EYFS and KS1 - every child reads with an adult, every week at their phonics level.
- EYFS and KS1 - 30 minute phonics' lessons x2 daily.
- Short, (precision teaching) snappy and focused, daily interventions for bottom 20% (EYFS -Year 4).
- The application of the taught phonics is practised in the afternoon - EYFS & KS1 using a whole word sentences approach to enable the child to apply phonics in context.
- Children who can not access phonics within keystage 2 receive daily Project X intervention in Year 3.
- Assessments are carried out half termly and updated on Phonics Tracker, overseen by Phonics Lead.

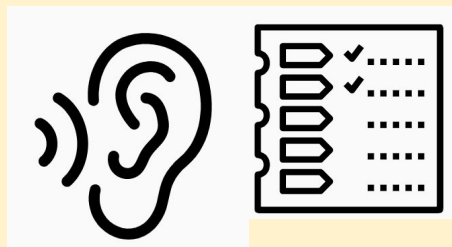


Phonics: Non-negotiables



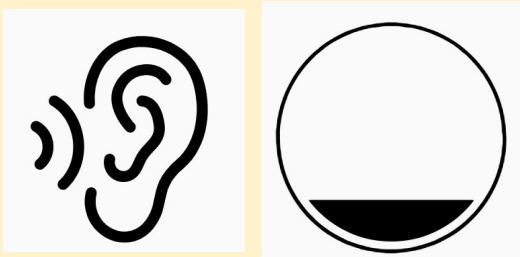
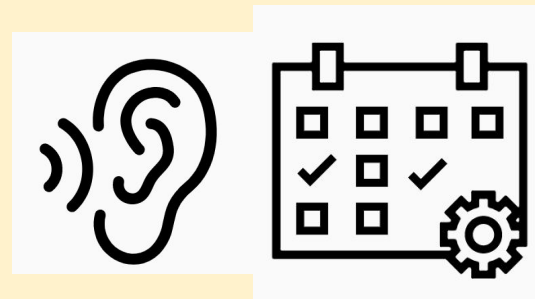
- Displays - All classes to have a grapheme chart displayed.
- All areas where a phonics groups are taught, to display a grapheme chart and the sound being taught that day.
- All Reception and KS1 classes to have a phonics display in the class.
- On display; showcase what sounds children are currently working on and the sound being taught that day.
- All classes to use the Little Wandle resources provided; lesson prompt cards, words cards and tricky word cards picture cards and grapheme cards.
- Grapheme cards should be laminated and placed on tables/ in class boxes for each group of children to access freely.
- Phonic Tracker; teachers to complete half termly
- Daily 1-1 interventions for identified children (bottom 20%)
- An element of phonics in continuous provision areas.
- An interactive element for children to engage in within the class/ outside area.
- Book banded book to be taken home weekly and shared at the child's phase identifies by their assessed reading age

Hearing Children read individually - building fluency



EYFS and Year 1: bottom 20% heard by an adult daily.
Everyone heard reading by an adult, at least once a week.

Y2, 3, 4: bottom 20% heard by an adult daily.
Everyone else heard read by an adult at least once a fortnight (within guided reading the opposite week).



Y5 and 6: bottom 20% heard by an adult daily.
Everyone else as and when e.g. in whole class reading, inviting children to read.

In class reading books

EYFS and KS1: In class, children read a decodable book linked to their phonics lesson (selected by the teacher); an e version of this book is shared to read at home or a version of the book is put on Tapestry for Reception children.



The children take home a 'colour banded book' linked to their assessed reading age selected by the child .

KS2: Children to select a 'colour banded book' to read in school and take home identified by their assessed reading age and NTS comprehension score.

Identified children to read a decodable book or a Project x text when appropriate in school and where a phonetic need has been identified, children will choose a phonetically codeable book to take home.

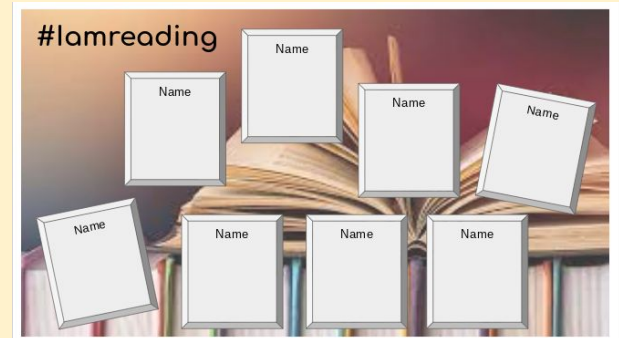
Children will also have the opportunity to read a chosen library book and a reading for pleasure book.

In class/home reading books: Non-negotiables

EYFS-Y3: change books at least once a week.

Y4-6: change books once finished. Teacher to monitor e.g. ensuring child changes book in a timely manner

- KS2 - post-it note display, stating what the children are reading within your class. This needs changing after every book has been completed.



Guided Reading

The aim of these planned sessions is:

- Encouraging and developing reading for pleasure
- Developing reading confidence
- Developing children's ability to blend and segment written words
- Practising and consolidating reading strategies
- Deepening and broadening children's understanding of characters, settings, patterns, vocabulary and experiences
- Developing children's understanding of sentence structure and grammar
- Developing children's oral and written comprehension skills in (reading domains):
 - Word understanding and choice - vocabulary
 - Questioning
 - Relating (to other texts and within a text)
 - Summarising
 - Predicting
 - Clarifying
 - Retrieving
 - Inference
 - Comparing
 - sequencing



Planning for reading clearly identifies the reading domain to be taught/developed/practised through the guided reading sequence, enabling all children to become confident, competent readers

Guided Reading

What does it look like?

Visual aid x 1 day a week (image, object) used to develop children's oral comprehension skills.

Useful websites: www.literacyshed.com www.pobble365.com
www.onceuponapicture.co.uk



Whole class text x 2 days a week- this is usually linked to curriculum study, giving a context for learning. This whole class strategy ensures that all children are exposed to quality texts with rich language patterns and vocabulary. Teachers model reading aloud (fluency and prosody) as the expert in the room. They model answering questions related to the pieces of text being read alongside the technique of searching for clues and answering questions. Children also work to find an answer which is clarified and modelled by the teacher, this is based on the whole class text.

Group text x 1 day a week (adult reads alongside or children read alone) Texts are differentiated to meet the learning needs of the children and have a clear focus targeted to the needs of the group. In Key Stage 1, this may be directly linked to a phonics phase and in Key Stage Two, this takes the form of Book Club; it is always dependent upon the aspect of reading being developed.

Individual text x 1 day a week- Children apply the reading skills taught and modelled to a text adapted to their individual reading ability, providing the teacher with assessment information, these texts are predominantly, non-fiction texts.

Therefore, guided reading is daily with the expectation of 2 pieces of work in books, per week.

Domain A – Meaning of Words	Can you find an example of a word that means...? Can you find a ‘powerful’ word meaning...? Can you find a word that you don’t know the meaning of? Can you guess what it might mean? What does this word/phrase/sentence tell you about character/setting/mood etc? Highlight a key phrase or line. By writing a line in this way, what effect has the author created? What other words/phrases could the author have used? How has the author made you and/or the character feel happy/sad/angry/frustrated/lonely etc?
Domain B – Find, Explain and Record	Which words...? Who...? When...? What...? Where...? Why...? (if the answer is given in the text) Give two examples of... Find the paragraph where... Can you create some questions for others to answer based on this text? Can you create true/false statements for your partner? Over what period of time does the story take place? How does the author describe the setting/character/etc.? Through whose eyes is the story told?
Domain C – Sequence and Summarise	Tell me what happened... Can you summarise this paragraph in one sentence? Which part of the story do you think is the most important? What is this paragraph/chapter about? Can you summarise it? Can you tell me the main things/points you have learnt from this book? Could you briefly tell a younger child about what has happened in this story/book? Can you summarise these paragraphs in x number of words? Can you show this information in a chart/table? Which is the most important point in these paragraphs? Can you think of alternative headings for these paragraphs?
Domain D - Inference	Which word tells you that...? Which words make the reader feel...? How do you know...? How can you tell that...? Explain why... Why is...? Why did...? Explain how ... felt about ... Can you find support for your idea? Is this statement fact or opinion? Can you find examples that show...? How, across this paragraph, does the writer suggest...? Why is ... important? What do you think might have happened before...?
Domain E – Predict	What might happen next? Why? Choose one character from the book and predict how you think they will behave/react? Can you predict several possible outcomes and explain your answer? What if...? If there was a sequel, can you predict what it might involve? What title would you give to a sequel? Can you think of another story which has a similar theme, e.g. good over evil; weak over strong; wide over foolish? Do you think this story will go the same way? Do you know of another story which deals with the same issues? Could this happen in this story? Which other author handles time in this way, e.g. flashbacks, dreams etc? Which stories have openings like this? Do you think this story will develop in the same way? How is <i>character</i> x like someone you know? Do you think they will react in the same way?

Domain F - Cohesion	<p>Explain a character's different/changing feelings throughout a story. How do you know? What are the clues that a character is liked/disliked/envied/feared/loved/hated etc? What is the underlying message? What is the theme? What is the big idea? Why did the author write this story? Find a group of words to show that ... has changed. What has the author done to make you want to read on? Give evidence. How do you feel after reading this story? What atmosphere is the author trying to create? What words/phrases help to create that feeling? Why do you think the author chose to use a ..question/ bullet-pointed list/subheading/table etc. to present this information? Why has the writer written/organised the text in this way? In what ways do the illustrations support this text? How could these...instructions/information/illustrations..be improved? Who do you think this information is for?</p>
Domain G – Choice of Words, Phrases and Punctuation	<p>When the author uses this sort of sentence, what is the impact? Why did the author...? What do these words tell you? Find three words that show... Why has the author used this word/phrase/sentence? How does the author create this mood/atmosphere? What is the effect of...? What technique has the writer used? Can you find some vivid imagery? e.g. similes, metaphors, alliteration, expanded noun phrases. Can you give a clear explanation of...? (non-fiction texts) How are these words effective in describing this character/setting the scene? Which character comes alive most? Why? How has the writer made you feel..? Which words do you like the best? Why? Which words do you think are most important? Why?</p>
Domain H – Comparison	<p>How has the character changed? In what way have characters' feelings changed? How was the problem resolved? How does the opening compare with the ending? How is it similar to..? How is it different to...? Is it as good as...? Which is better and why? Compare two characters from the story and say how they are similar/different. Compare your book to another on the same topic. Which do you prefer and why? Would you like to read more books by this author? Explain your reasons. If you have read other texts by this author, can you see any similarities/differences between them? What do you think about the way information is organised in different parts of the text? Is there a reason for this?</p>

Whole class texts...



Every half -term, each year group has focus class texts for reading. Our aim is to equip children with the knowledge and understanding of how texts work so that when they encounter another text they are more able to comprehend.

In these sessions:

- All children access the same text, providing a shared experience and building communities of readers
- The teacher models reading (fluency and prosody) as the expert in the room
- We deepen our understanding of story/text structures; relationships between characters; and character types and themes, so children become experts on the texts they read
- We make links between texts, experiences, authors and styles
- We develop vocabulary
- We provide the geographical and historical context and how this relates to the wider world
- We are developing the children's understanding as readers to develop their skills as a writers.
- Children in Year 6 all have an opportunity to look at CGP books in preparation for SAT's, daily.



Assessment

- In EYFS and KS1, half-termly phonics assessments are completed and recorded on Phonics Tracker.
- NTS reading assessments completed termly - CP2, CP4, CP6.
- Salford Reading test - 3x a year (CP1, CP3, CP5)
- Informal assessments made continually through observations, responses to reading and comprehension questions.
- Reading skills grids - they are ongoing and should be completed when you read with the children.
- All of the above informs future short and long term planning and guiding the content of teaching and learning.

Children at risk of reading failure

How do we identify them:

- Observations in phonics and/or reading sessions
- Through assessments
- Responses to group and independent reading tasks e.g. informal book talk, reading comprehension activities.

We respond by:

- Making them a priority for daily readers and/or additional phonics practice with an adult in school.
- Keeping the parents informed and sharing reading strategies with them through parent engagement activities - parents evenings, reading cafes
- Encouraging enjoyment of reading through activities e.g. informal book talk and sharing books
- Clear and enticing displays of books around school - classroom, corridors and library
- Praising and recognising their success



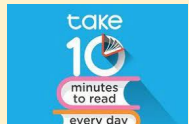
Reading at Home



- Teachers need to monitor reading at home - devise own tracking system
- Every child in school needs to take home a reading book regularly.
- EYFS and KS1: All children to have a Reading Record, including key, high frequency words to practice and tricky words.
- Y3-6: All child to have a reading record in school - both parents and staff to sign to say they have heard the child read with a comment, if appropriate (more training for parents on this, involving them in the process and letting them know why).

How will we promote reading at home?

- Incentives - devised in phases (Phase Leaders to monitor)
- Promote 10 minute pledge - this needs to be matched by adults in school
- Half termly reading newsletter to parents
- Staff - recommended reads
- Expectations shared with parents through Newsletters throughout the academic year.



What are the book bands?

Book Band	Emerging	Expected	Confident Exceeding	Super Confident Exceeding
Lilac (Level 0)	Reception			
Pink (Level 1)		Reception		
Red (Level 2)	Year 1	Reception		
Yellow (Level 3)	Year 1	Reception		
Blue (Level 4)		Year 1	Reception	
Green (Level 5)	Year 2	Year 1	Reception	
Orange (Level 6)	Year 2	Year 1		
Turquoise (Level 7)		Year 2	Year 1	
Purple (Level 8)		Year 2	Year 1	
Gold (Level 9)		Year 2	Year 1	
White (Level 10)	Year 3	Year 2	Year 2	
Lime (Level 11)	Year 3, Year 4		Year 2	
Brown (Level 12)	Year 4, Year 5	Year 3	Year 2	
Grey (Level 13)	Year 5, Year 6	Year 4	Year 3	Year 2
Dark Blue (Level 14)	Year 6	Year 5	Year 4	Year 3
Dark Red (Level 15)		Year 6	Year 5	Year 4
Black (Level 16)			Year 6	Year 5
Black Plus (Level 17)				Year 6

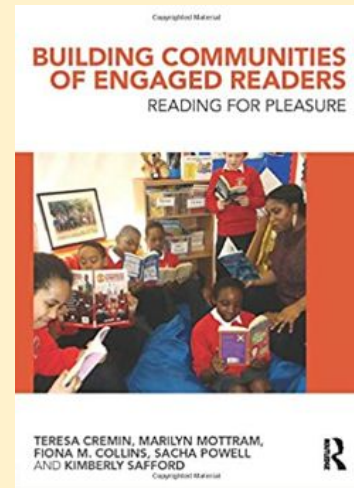


Reading for Pleasure



To develop children's RfP effectively, teachers need to develop:

1. Consider knowledge of children's lit & other texts
2. Knowledge of children as readers
3. A RfP pedagogy:
 - Social reading environments
 - Reading aloud
 - Informal book talk, inside-text and recommendations
 - Independent reading time
4. As Reading Teachers - teachers who read and readers who teach
5. Reciprocal and interactive reading communities (Cremin et al., 2014)



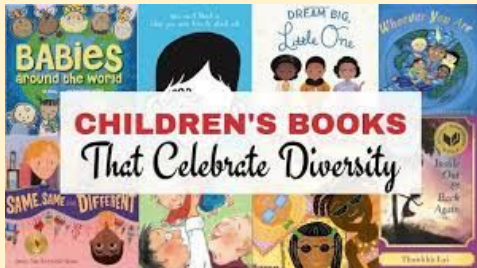
Reading Rucksack:

The 'Reading Rucksack' allows a child to take home a reading book, a sachet of hot chocolate and a packet of biscuits on a Friday. The bedtime story can be shared with siblings, parents, grandparents, aunties, uncles, etc. The children are expected to fill out a book review inside the notebook and discuss the book they read when they return it on Monday morning. Children are expected to discuss feelings, actions, synonyms and antonyms and make predictions.



Class Reading - Reading for Pleasure

- Every year group to timetable 15 minutes at least, 3 times a week to share a story, poem, song etc.
- Thought needs to be taken around the books that are used to ensure that children are exposed to a range of texts
 - Appropriate story - could be linked to topic, children's interests etc
 - Linked to focus of the school or year group e.g. poetry, diversity



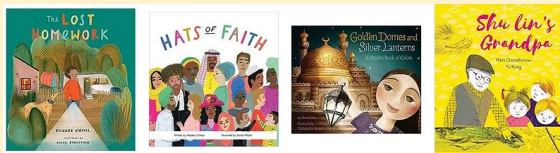
Recommended book list for: Diversity and Inclusion.

EYFS

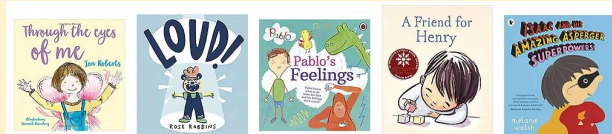
BAME Main character



Cultural diversity



Neurodiversity



Physical diversity



Real-life heroes



Year 1 and 2

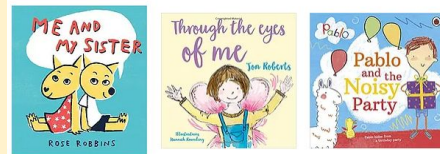
BAME Main character



Cultural diversity



Neurodiversity



Physical diversity



Real-life heroes



Poetry can be found: <https://childrens.poetryarchive.org>

Topic books: booksfortopics.com

Year group books: thereaderteacher.com/

Recommended book list for: Diversity and Inclusion.

Year 3 and 4

BAME Main character



Cultural diversity



Neurodiversity



Physical diversity

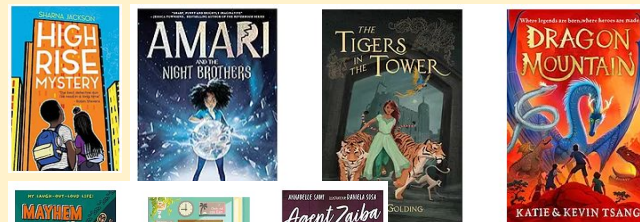


Real-life heroes



Year 5 and 6

BAME Main character



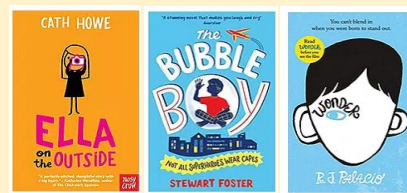
Cultural diversity



Neurodiversity



Physical diversity

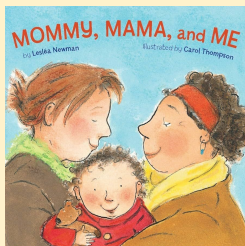
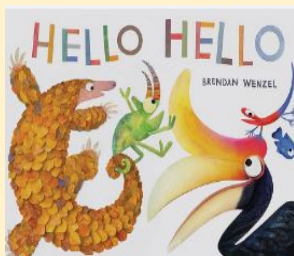
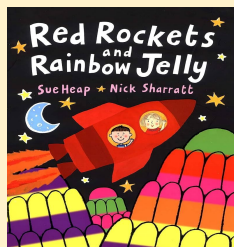
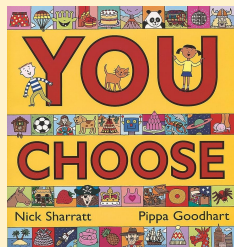
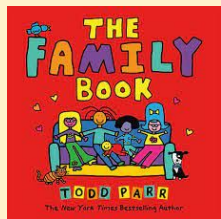


Real-life heroes

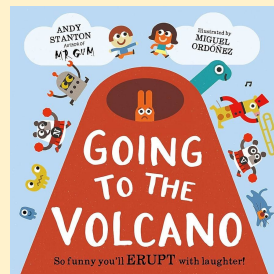
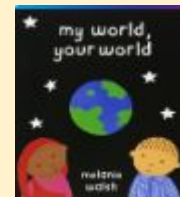
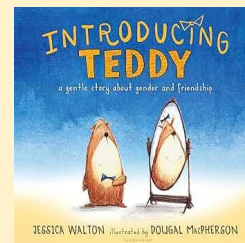
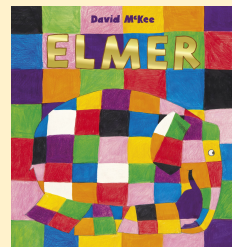


Recommended book list for: No Outsiders

EYFS



Year 1

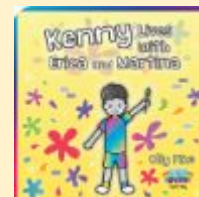
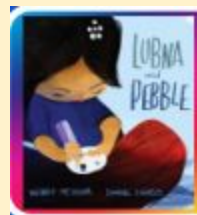


Recommended book list for: No Outsiders

Year 2

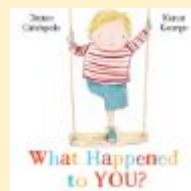
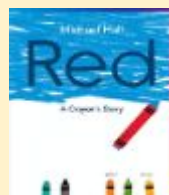


Year 3

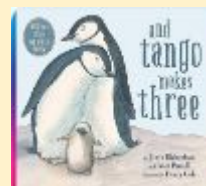
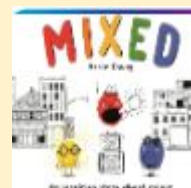


Recommended book list for: No Outsiders

Year 4

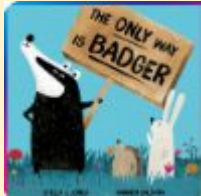


Year 5

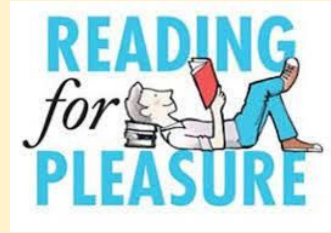


Recommended book list for: No Outsiders

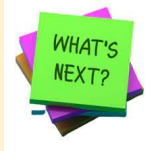
Year 6



New Library - Reading for Pleasure / Research



- Each class will be timetabled to use the space - classes to use this every week.
- Children will be able to look at and read books of their choice, listen to audiobooks and hear a class book being shared.
- This will also be a teaching space for classes to do research and group work.
- Parents will be invited in to read with their children throughout the year.



September 2024



- Set up a loan lending system - families can take home library books.



Informal Book Talk: Non-negotiable

‘Informal Book Talk’ sessions are expected to take place ad-hoc throughout the academic year. This can include drama.



Informal Book Talk

ourfp.org

@OpenUniRfP



What is it?

Learner-led, relaxed conversations around reading. As a strand of Reading for Pleasure (RfP) pedagogy, it includes discussion about texts, choices, preferences, recommendations and more.

N.B. Informal book talk is not 'activity driven.'

To find out more, follow the QR Code or visit ourfp.org



What's involved?

- Spontaneity
- No assessment
- Social interaction
- Teachers as Readers
- Reader to reader chat
- Blethering about books in common

Why do it?

- To listen and learn
- To tempt children into reading
- To create reading communities
- To foster social motivation for reading
- To encourage children's reading for pleasure



How and when?

Initially, **informal book talk** may be more teacher-led as readers are shown how to blether. Books in common can act as stepping stones towards more child-led conversations about text. Gradually, the opportunities will become more authentic reader to reader conversations, as children develop their agency and autonomy to informally talk about texts.



Book talk often emerges from **reading aloud** and **independent reading** time as part of RfP pedagogy (Cremin et al., 2014). You could try *Book Blankets*, *Carry and Chat* or *Book Bingo*.

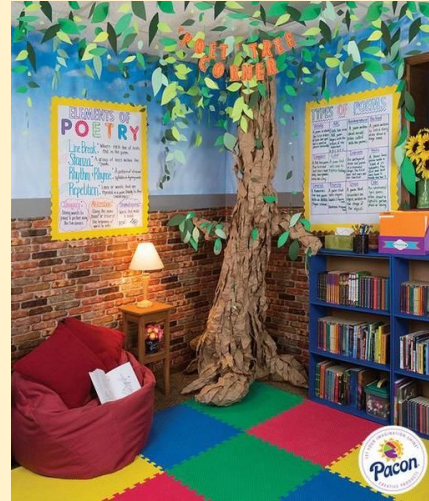
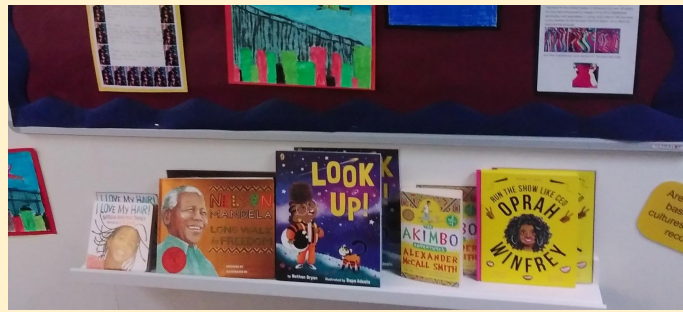


The Open
University

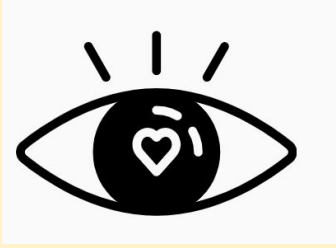
Reading Areas: Non-Negotiables

- Each classroom to have a high quality reading area.
- Shared areas in each phase to be used as reading areas
- Recommended read displays around the school.
- Slim down selection of books for the children to choose from - these then can be rotated throughout the year.
- Books should be front facing in all reading areas.
- Displays around school will promote reading.
- Questions will be on reading displays to encourage thinking.
- Pupil voice will be evident - 3 word book reviews; class scrapbook review
- Vocabulary will be key to building up the reading area - display with words to investigate.





WHY?



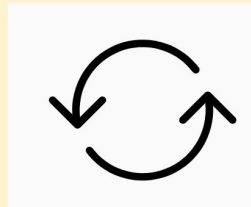
Seeing colourful, engaging covers of books, even non-fiction books, draws children in much more strongly than the spine of a book.



Provides children with an insight into the content of a book, especially helpful when you're trying to entice them to read new, unfamiliar books.



Makes it much easier for reluctant readers to choose books.



Entices teachers to switch up their book displays more frequently., Changing the books on the shelves and the books children see makes them “new again,” increasing children’s excitement over books.