

# Reading at Eyrescroft

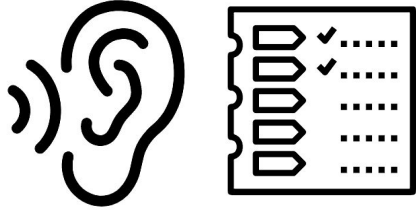


# Phonics



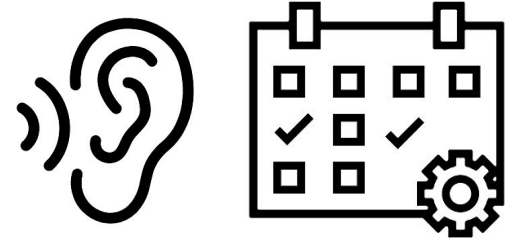
- Little Wandle Letters and Sounds is the only program used in school (all resources and displays support the program). All phonic interventions follow this program.
- Rising Stars spelling may be used as a resource in Year 2 for children working beyond Phase 5.
- The phonics' planning format and agreed 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 phonic level.
- EYFS and KS1 - 30 minute phonics' lessons daily alongside interventions where need is identified
- Short, (precision teaching) snappy and focused, daily interventions for bottom 20% (EYFS -Year 4)
- Assessments are carried out half termly and updated on tracker, overseen by the Phonics Lead.

# Reading: building fluency

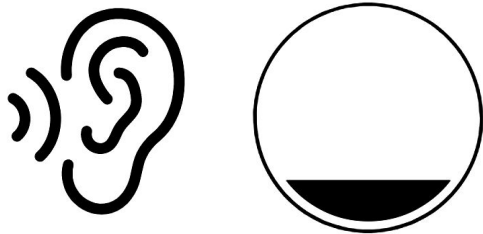


**EYFS and Year 1:** bottom 20% heard by an adult daily. Everyone heard reading by an adult, at least once a week in Little Wandle reading lessons.

**Y2:** bottom 20% heard by an adult daily. Everyone else heard read by an adult at least once a week. At the start of the year this is in Little Wandle lessons and as the year progresses, they move to a whole class text.



**Y3-6:** daily Book Club for the bottom 20% who read with an adult. Whole class fluency lessons, based on the needs of the class, that demonstrate fluency modelled by the teacher and focus on practicing prosody.



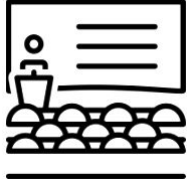
# Whole class/Group Reading

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
  - inferencing
  - comparing
  - sequencing



# Reading - What does it look like?



- **Whole class text** - 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 piece 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.



- **Group text** - (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.



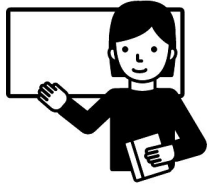
- **Individual text** - Children apply the reading skills taught and modelled to a text adapted to their individual reading ability, providing the teacher with assessment information.



# Teaching Reading Comprehension



**EYFS and Y1:** Teacher reads class text with oral comprehension questions. As part of Little Wandle reading lessons, adults will ask questions to elicit children's understanding.



**Y2:** Combination of teacher reading class text with oral comprehension questions and unseen texts at appropriate level.

**KS2:** Comprehension practised as part of close reading sessions, extended reading and when quizzing on their Accelerated Reader books.

These are opportunities for modelling, practising and consolidating reading strategies e.g. read around the word for context, skim and scan; and developing oral and written comprehension skills in all reading domains - with a greater weighting towards **vocabulary** (1a, 2a), **retrieval** (1b, 2b) and **inference** (1d, 2d).



# 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.



## Question Stems

<b>Domain A – Meaning of Words</b>	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?
<b>Domain B – Find, Explain and Record</b>	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?
<b>Domain C – Sequence and Summarise</b>	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?
<b>Domain D - Inference</b>	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...?
<b>Domain E – Predict</b>	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 x</i> like someone you know? Do you think they will react in the same way?
<b>Domain F - Cohesion</b>	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?
<b>Domain G – Choice of Words, Phrases and Punctuation</b>	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?
<b>Domain H – Comparison</b>	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?

# Assessment

In EYFS and KS1, half-termly phonics assessments are completed.

NTS reading assessments are completed termly CP2, CP4, CP6.

In KS2, Renaissance Star Reading assessments are completed each half term and Accelerated Reader quizzes are completed after each reading book is completed.

Informal assessments are made continually through observations, responses to reading and comprehension questions.

Collectively these are used to inform future practice, guiding teaching and learning.








# Children at risk of reading failure

We identify them using:

- observations in phonics/reading sessions
- assessment
- responses to group and independent reading tasks

We respond by:

- making them a priority for daily reading/  
- phonic practice with an adult in school
- keeping parents informed and sharing reading strategies with them 
- encouraging enjoyment in reading through activities such as informal book talk and sharing books 
- clear and enticing displays of books around school (classroom, corridors and library)
- praising and recognising success 

# Which books and changing books



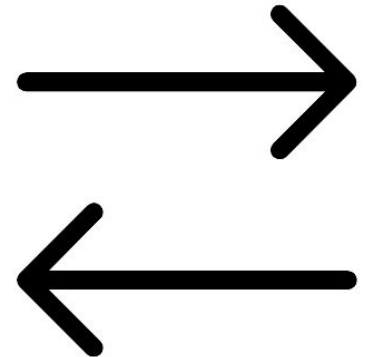
**EYFS and KS1:** in class, children read a decodable book linked to their phonic lesson; a second copy of this book is shared to read at home.

A reading for pleasure book also goes home for parents/carers to share with their child.

**KS2:** AR book. Where need is identified, children choose a phonetically decodable book.

**EYFS-Y2:** change books at least once a week (once previous book is returned to school).

**Y3-6:** change books once finished. Teacher to monitor.



# Reading at Home



Every child in school has access to a reading book which they can take home.



Reading pledge: 10 minutes in school matched by 10 minutes at home. This expectation is shared with parents regularly through year group newsletters and parent consultations.



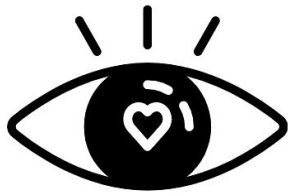
# Reading for Pleasure



# Front-facing displays in reading areas



W  
H  
Y  
?



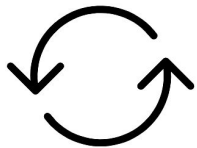
Seeing colourful, engaging covers of books, including non-fiction books, draws children in much more strongly than the spine of a book.



Provides children 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.

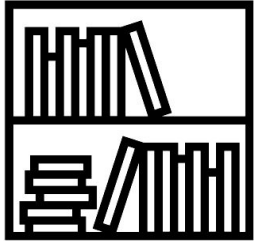


Entices teachers to switch up their book displays more frequently., Changing the books on shelves and the books children see makes them “new again,” increasing children’s excitement over books.

# Reading Areas



Shared areas in each year group are used as reading areas.



We have slimmed down the books available (rotating what we have and creating front facing displays). Questions to encourage thinking about books and reading and carefully chosen displays e.g. author, books similar to class text and topic books.

Outside the main hall and around school, we have recommended reads displayed. These are changed each half term.



# Library



Every class is timetabled.

Allotted time could be researching;  
exploring different books; sharing books  
with peers; class story time...

