

Reading at Whitley Park Primary and Nursery School



Principles of teaching reading at Whitley Park

These guidelines have been written to ensure that every child within the school becomes a reader.

Reading should be an enjoyable experience, and allow children to develop both their imagination and their vocabulary. Independent readers should be encouraged to read for a sustained length of time allowing them to become 'lost in a book'. Children must also read in order to access the curriculum both in Key Stages 1 and 2. Reading is vital for future learning.

Baseline data shows that many children enter school with low levels of language, phonological awareness, and independence. They can present as children who are not actively involved in their own learning. Therefore, we have to find a way of reaching these children, as there is no real reason why they should not learn to read.

School ethos 'Aspire, Believe, Achieve' ensures that children can become independent and motivated. Success through reading is the greatest motivator of all.

Developing a love of reading is promoted when children first join our nursery and our reception classes through transition and information sharing meetings. Parents/carers are signposted to websites such as the Book Trust:

Reading stories



Children in nursery are exposed to a language rich curriculum with great emphasis placed on Phase 1 Letters and Sounds as a pre-requisite for developing early reading skills

Children are taught phonics in daily Read Write Inc lessons from day one in Reception.

Reading to Learn at Whitley Park

Intent

Reading should be an enjoyable experience, and allow children to develop both their imagination and their vocabulary. Independent readers should be encouraged to read for a sustained length of time allowing them to become 'lost in a book'. Children must also read in order to access and make progress across the whole curriculum both in Key Stages 1 and 2. Reading is vital for future learning.

Implementation

What might you typically see in Guided reading

Staff selecting high quality texts to use in Guided reading lessons, and where appropriate for these texts to link with children's learning in other subjects providing them with the opportunity through Guided reading to explore a range of themes or topics.

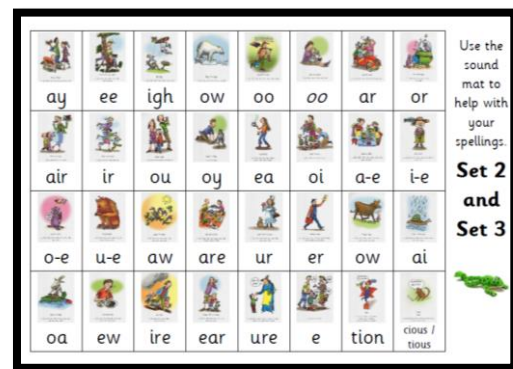
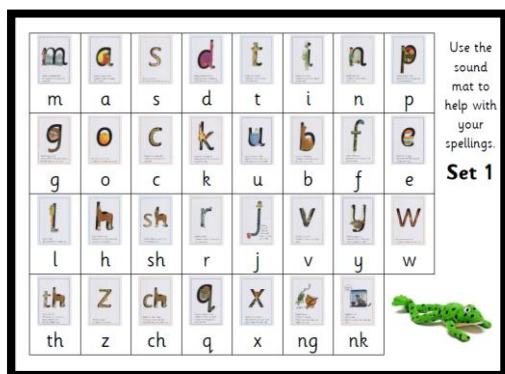
Whole class reading where everyone is exploring the same text together, with opportunities for children to read independently to themselves or out loud to the class, in pairs to each other or being read to by their teacher.

An emphasis on teaching and learning about new vocabulary including strategies for remembering and applying new words in different contexts.

Evidence in books that guided reading lessons have been planned from our WEC reading skills and progression document which breaks down each AF into the skills which are to be taught in each year group. You will see a range of different activities in books which could include photos of children taking part in drama or role play events.

Book Talk or reading as a reader where an adult models a reader's thoughts and encourages children to do the same. It may include asking children to talk about what they like and dislike and why or teachers modelling written or verbal responses to questions about a text.

Set 1-3 sound mats are available in every class to support those children who have recently moved into a guided reading group should they need it. These are part of a child's normal classroom toolkit



Impact

Formative Assessment

Teachers use a range of assessment strategies, including Pixl reading assessments to inform their approach in the classroom overtime and analysis helps staff to identify areas of focus. Salford Single Word Reading Tests are used to give us a child's reading age and standardised score which in turn also helps to evaluate the impact of interventions.

The WEC Assessment grids are used to support the planning process and are a guide to inform progress against each reading AF mapped to reading domains as follows:

Assessment Focus

- AF1 - Decoding
- AF2 – Retrieval
- AF3 - Inference
- AF4 - Text Structure
- AF5 - Vocabulary
- AF6 - Compare and Contrast
- AF7 - Reviewing and Performing

Reading Domains

- N/A
- 1B, 1C, 2B, 2C
- 1D, 1E, 2D, 2E
- 1B, 2F, 2H
- 1A, 2A, 2B
- 1B, 2H
- N/A

KS1 Reading Content domain reference

- 1a draw on knowledge of vocabulary to understand texts
 - identify / explain key aspects of fiction and non-fiction texts, such as
- 1b 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 Reading Content domain reference

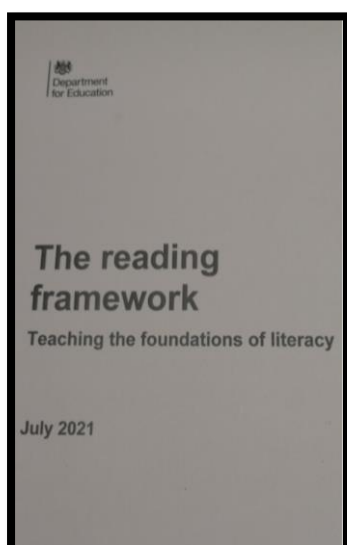
- 2a give / explain the meaning of words in context
 - retrieve and record information /
- 2b identify key details from fiction and non-fiction
- 2c summarise main ideas from more than one paragraph
 - make inferences from the text / explain and justify inferences with evidence from the text
- 2d and justify inferences with evidence from the text
- 2e predict what might happen from details stated and implied
 - identify / explain how information /
- 2f narrative content is related and contributes to meaning as a whole
 - identify / explain how meaning is
- 2g enhanced through choice of words and phrases
- 2h make comparisons within the text

Summative assessment

NFER assessments are carried out in December, March and July to provide standardised scores.

Book Banding Reviews are also undertaken on a termly basis.

Reading Fluency



Recent guidance July'21 in 'The Reading framework' tells us that fluency is defined as being able to read accurately at speed whereas many educators would add in prosodic features such as expression, phrasing and intonation. Fluency is much more than the ability to read quickly. What is useful is the reminder that pupils need to be fluent at every stage of their reading. Reading slowly, word by word, can become a habit if it is not addressed early on so modelling and talking about how the reading should sound needs to begin as soon as pupils are beginning to read independently. Fluency is also linked closely with comprehension – a pupil who is reading slowly, word by word, is less likely to grasp what he/she is reading about. The re-reading of books in order to develop fluency and comprehension is important for the early reader.




Fluent reading is essential. It supports reading comprehension and prosody without being able to read fluently, young readers will lack the reading stamina to tackle longer, more complex texts. The [EEF improving Literacy at Key Stage 2 Guidance](#) report suggests that fluent readers “can read quickly, accurately, and with appropriate stress and intonation”.

Fluent Pace: a child might start off with limited pace, with reading that is very slow, hesitant and laborious. With repeated reading, the speed increases to slow and then to the point the child only slows down to slow at points of difficulty. A fluent pace is when the child is able to read at a "conversational" speed, with a pace that is equivalent to their normal talking speed.

Fluent phrasing is essential for effective inferential comprehension, this is where children read quickly, giving attention to clauses and sentences including punctuation. Children with a fluent phrasing read words and phrases together smoothly, using an appropriate intonation and stress.

Accuracy: Children should be regularly reading books with 98%- 100% accuracy to be able to access the range of skills and knowledge needed to make progress in reading.

When all the elements of fluent reading work together, the child has the greatest chance of being able to understand what they read, to learn from reading and to learn about how to read. We have produced this reading fluency guide for parents of children in KS1

LEVEL	LOOKS LIKE	WHAT NEXT?
Robot 	Sounds out most words which results in child not remembering/understanding what they've read	Help child develop confidence by asking to read the page another 2 or 3 times to build fluency, confidence and comprehension
Snail 	Reads slowly but accurately, sounding out unfamiliar words, ignoring punctuation and reads with no expression	Show child how to read aloud, considering punctuation (. , ! ?) and how this might make you pause, become louder or change tone. Also read in role (like the characters). Ask child to copy you
Superhero 	Reads accurately and with appropriate speed. These readers will speak like the characters	Fantastic! Listen to child read aloud/perform. Share their love of reading with them

The books that every child at Whitley Park will read during their time with us

Intent (What we're moving towards and why)

Reading should be an enjoyable experience, and allow children to develop both their imagination and their vocabulary. Independent readers should be encouraged to read for a sustained length of time allowing them to become 'lost in a book'. Children must also read in order to access and make progress across the whole curriculum both in Key Stages 1 and 2. Reading is vital for future learning.

It is of the utmost importance that as a school we have identified and carefully chosen the books that every child in our school will have read and/ or have been exposed to during their time with us – our reading spine.

Implementation – Whitley Park Primary and Nursery School Reading Spine.

In his book 'Reading Reconsidered', Doug Lemov points out that there are five types of texts that children should have access to in order to successfully navigate reading with confidence. These are complex beyond a purely linguistic level and demand more from the reader than other types of books.

Archaic Language

Antiquated forms of expression. The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today.

Non-Linear Time Sequences

A story is narrated in a given style with a given rhythm but in the best books time moves in fits and starts. It doubles back.

Narratively Complex

Some books have multiple intertwined and apparently (for a time) unrelated plot lines, or different types of narrators. These are far harder to read than books with a single plot line.

Figurative/Symbolic Text

Texts which happen on an allegorical or symbolic level.

Resistant Texts

Texts written to deliberately resist easy meaning-making by readers. Many poems fall into this category. You have to assemble meaning around nuances, hints, uncertainties and clues.

Our **reading spine** categorises the books that we have chosen for our pupils to read and /or be exposed to by these five types and also includes non-fiction and poetry. It also identifies which books will be

- read out loud to the children during story time
- used as Guided reading texts
- used as the basis for Literacy lessons 'Planning around a text'
- used to support topic learning

Developing a love of reading and reading for pleasure



Staff foster a love of reading by:

- Being knowledgeable about children's literature
- Reading aloud to their class during and at the end of every day before the children go home*
- Encouraging children to talk about what they read
- Treasuring books ensuring they are valued and cared for
- Ensuring that our school library is well stocked with well-loved and familiar books that the children want to read.
- Inviting authors into school to meet with children (the author Lissa Evans is our school book buddy).
- Celebrating events such as 'World Book Day'

There are numerous suggested book lists that have been created to promote reading for pleasure, the two that we refer to most in school are:

- 1) Pie Corbett's Free Scholastic Reading Spine
<https://www.scholastic.co.uk/piecorbett/resources>

These books are strongly recommended by Pie Corbett due to the suitability for each year group and links to drama and storytelling. Each year group gradually increases in emotional or plot complexity and contains a mixture of modern books and classics.

- 2) Ashley Booth's '100 Books to Read'
<https://www.dropbox.com/sh/d19210dcrkejgd1/AACVCk7xQfshVWDnQCqOf4lea?dl=0>

To promote reading for pleasure, @MrBoothY6 has created 100 books to read for KS1, Years 3 and 4 and Years 5 and 6 and available to download for free.

Whole class reading.

Across the school, teachers read and share books with children throughout the day and will always finish the day with class story time. Stories, poems, rhymes and non-fiction texts are chosen for reading to develop pupils' vocabulary, language comprehension and love of reading

Modelling reading through stories, rhymes, is an essential skill that we encourage and reading aloud allows children to access high level texts, enables them to hear how unfamiliar language and sentence structures should sound and is a perfect way for each class to end the school day. The books that are chosen as class readers are taken from our reading spine and are shared with parents through termly curriculum overviews.

Rising Stars



Reading Planet is an online interactive ebook library which Whitley Park has subscribed to. Children are given a log in to access a wealth of 'Rising Stars' electronic reading books at home which teachers ensure are matched to their current reading level. This further supports our children to have increased engagement with reading which in turn will increase attainment.



Hearing children read in school



At Whitley Park we have robust systems in place for listening to children read. All staff are trained as are the carefully chosen volunteers who work in our school to support with reading. These volunteers have professional backgrounds, they initially tour our school to gain an insight into why their role is so important. They then attend training to become familiar with the RWInc phonics scheme, the class reading folder and the reading diet we offer pupils at Whitley Park. Reading volunteers are allocated and managed by the DHT according to identified cohort need. We prioritise the children who need the most support, ensuring that they are offered a quality Reading session, at least 3 times a week- this is non-negotiable.

Class reading folders are organised in such a way as to ensure that those children who have been identified as requiring more support with their reading are heard to read more often in school. Each class teacher has compiled a priority order class reading list that sits in the

front of their class reading folder. Priority groups are: Lowest 20% of readers in each year group and Pupil Premium and SEND children needing to keep up.

A Book Band guidance sheet enables teachers to correlate book bands, reading ages, RWI groups, age related expectations by the end of the year and PM Benchmarking. This is further supported by a Book Band Summary document which also acts as a guide when choosing the correct Reading band, for each pupil. Adults are asked to have Set 1-3 sound mats to hand when they hear children read as these sound mats are part of a child's normal classroom toolkit, for this reason sound mats are also included in class reading folders and are referred to, when a child needs scaffolding, to blend.

Book Band	Reading Age	RWI/NC	Age Related Expectations by the end of the Year							
			R	1	2	3	4	5	6	
PINK Band 1	< 5.0	Speed sounds								
RED Band 2	5.0	Ditties								
YELLOW Band 3		Green								
BLUE Band 4	5.0 - 6.5	Purple								
GREEN Band 5		Pink								
ORANGE Band 6	6.5 - 7.0	Orange								
TURQUOISE Band 7	7.0 - 7.5	Yellow								
PURPLE Band 8	7.5 - 8.0	Blue								
GOLD Band 9	8.0 - 8.5	Grey Exit 1st Reciprocal Reading								
WHITE Band 10	8.5 - 9.0	Guided Reading								
LIME Band 11	9.0 - 10.0	Guided Reading								
BROWN Band 12	10.0 - 10.5	Guided Reading								
COPPER/TOPAZ Band 12										
GREY/NAVY Band 13	10.5 - 11.0	Guided Reading								
DARK BLUE/EMERALD Band 14	11.0 - 11.5	Guided Reading								
BURGUNDY Band 15	11.0 - 11.5	Guided Reading								
SAPPHIRE/DIAMOND Band 15										
BLACK/PEARL Band 16	11.5 - 12.0	Guided Reading								

Black = exceeding ARE
Dark Grey = within ARE
Light Grey = towards ARE

Each reading folder also contains an individualised reading record for each child comprising i) reading card colour coded to match book band ii) Common exception words or high frequency words matched to individual child's needs. We monitor and highlight these HF word sheets when children are confident with the RWI/nc programme to ensure that children have the correct coverage through their reading books and that they are retaining sight words, well. Class reading folders are monitored on a termly basis Parents/carers are encouraged to communicate their child's reading progress at home with us using their child's individual reading log to enable us to work effectively in partnership with them.





We also have a 'Small free library shed' located at the front of the school (being opened on launch day by the author Margaret Bateson-Hill above), which enables families to take books home from the shed whenever they like. There are no questions asked no expectations about the books needing to be returned if they are being loved and treasured at home, there are no limit to the number of books being taken. This is only possible thanks to the very kind book donations that we receive from our own parents in school and through our partnership with The Abbey School, whose parents also help to keep the shed topped up with good quality books.

