



TEACHING READING AT HOPPING HILL PRIMARY SCHOOL



“Reading for pleasure is the single biggest factor in success in later life outside of an education. Study after study has shown that those children who read for pleasure are the ones who are most likely to fulfil their ambitions. If your child reads they will succeed – it’s that simple.” Bali Rai, author

INTENT

Golden Threads

Fluency

I am a reader who confidently decodes words

Enjoyment

I am a reader who chooses to read for pleasure

Vocabulary and Knowledge

I speak and understand like a reader

Reflective

I can make links like a reader

Purposeful

I am a reader who chooses information books to help with my learning

At Hopping Hill Primary School, we strive to generate a life-long love of reading in our pupils by encouraging children to become enthusiastic, independent and reflective readers who choose to read for pleasure.

Our school community is one where a significant number of children have limited access to high-quality books at home and do not necessarily grow up in a home where people read for pleasure. It is therefore essential that we provide daily opportunities for pupils to **access and discuss high-quality texts** from a variety of genres. We aim to ensure children understand the importance of reading whilst also ensuring children are taught effectively to **read with fluency, accuracy and understanding**.

We feel it is important for teachers to act as reading role models demonstrating a love of reading and a good subject knowledge.

Children are taught **to use non-fiction books as an aid to their learning** both independently and within a classroom environment.

Whole class reading sessions involve much discussion to help pupils to **make links between texts** and to use what they know about the world to **understand the text that they are reading**.

In order for children to reach their true potential in reading we aim to engage parents and encourage them to support their children to continue reading at home with their child.

At Hopping Hill pupils are encouraged to explore the high quality, up-to-date books we have in their classrooms and the school library to develop a **genuine pleasure for reading**. We strive to provide the children in our school with a rich diet of reading material to ensure they have access to literature from a range of cultures, genres, styles and formats and have time to increase their 'reading miles'.

Developing early phonics skills is of high importance to us to ensure that children can decode texts from an early age - learning to read but more importantly reading to learn (see separate Phonics at Hopping Hill policy).

We feel it is important to **inspire an interest in words and what they mean** to enable children to develop an increasing oral and written vocabulary. At Hopping Hill, **English lessons actively promote discussion** and encourage children to elaborate on their ideas and explain them to others.

IMPLEMENTATION

The direct teaching of reading.

The following techniques for teaching reading will be used -

The Book-Spine & Daily Read Aloud Sessions

Focus: enthusing a love of reading, hearing high quality texts and hearing a someone read as a reader (prosody)

Across the school, time has been allocated on each year groups' timetable for teachers to read aloud to their class. This is non-negotiable. It is a chance for teachers to share and model an enthusiasm for reading whilst developing the children's vocabulary and understanding of books. Teachers are encouraged to read a range of genres and high-quality texts chosen from a whole-school book-spine that contains inclusive books which must be read each term.

EYFS/KS1 Reading Practice Sessions

Focus: building fluency, accuracy, automaticity, prosody and comprehension

Based on the Little Wandle scheme, these sessions use books matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and book matching grids. They are effectively monitored by the class teacher/support staff member, who rotates and works with each group on a regular basis. Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- o decoding (building fluency)
- o prosody: teaching children to read with understanding and expression
- o comprehension: teaching children to understand the text.

**For some pupils access to this structured approach may continue into KS2.*

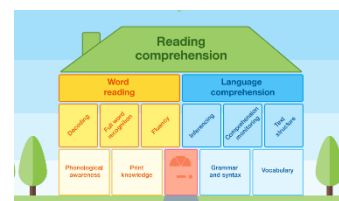
KS2 Whole Class Reading Sessions

Focus: introducing and practising planned objectives

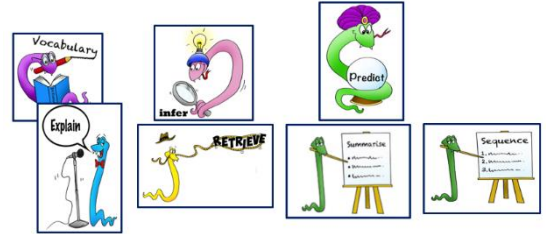
Whole class reading sessions are timetabled with shorter and one longer slot a week across KS2 and use challenging and carefully selected texts (class sets) which will interest and challenge the class. The teacher's role here is that of the expert reader, modelling the planned reading comprehension strategies to the class and reading as a reader. A wide range of strategies and practices are used to enhance these sessions:

- o **Guided oral reading** instruction where fluent reading of a text is demonstrated by an adult or peer, modelling the 3 Ps (pronunciation, phrasing, and prosody). Pupils then read the same text aloud with appropriate feedback. This may also include assisted reading strategies such as paired reading.
- o **Repeated reading** where pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency. Strategies such as choral, echo or mumble reading can help to provide oral support for reading for pupils.
- o **Reader's Theatres** is applied to exemplify how guided oral reading instruction and repeated reading of texts can be used to support pupils to develop reading fluency. It also supports oracy development using drama.
- o **Reciprocal reading** which is a method used to help develop pupils' reading skills, promote deeper thinking and to develop listening and oracy skills. Pupils have different roles to enhance their comprehension each session, these include:
 - *the leader, the predictor, the questioner, the clarifier, and the summariser*

When using reciprocal reading roles, pupils are focusing on key information in the text and examining the text more carefully. Reciprocal reading encourages children to ask questions about the text they are reading and to discuss the text with others; asking questions and group discussion about a text requires a higher level of understanding and engagement. It is a highly inclusive approach with peer and adult support.



- **Teach Active** enhances reading sessions with the use of active participation and exploration of all taught skills within reading. It supports high levels of engagement and another approach to support the development of reading.
- **Comprehension Talk Starters** can be used to support talk and oracy building through class discussions. There very often focus on a visual text or stimulus and key questions relating to the image. Here we also explore the idea of opinions and building on or challenging the opinions of others in a supportive environment.
- **Question and answer** are used to support pupils to be able to explain their thinking and record logical answers to a wide range of purposeful, planned questions.
- **Application of VIPERS** across the school. These are displayed in each class and used to enhance all reading sessions. These skills are consistently taught across the school and teachers use careful questions to ensure the children can apply these skills in discussions and written recorded answers about the texts they read to ensure that they become reflective readers. A mix of skills are applied in sessions, formally and informally, unless there is a gap in knowledge and a specific skill needs to be explored in isolation.
- **Stem sentences** are used to scaffold pupil responses and enhance their oracy and thinking skills. Stem sentences are also used to enable pupils to evidence/retrieve to collaborate their answers.



One-to-One Reading

Focus: achieving fluency with texts matched to child's decoding ability

It is important to keep in touch with individuals so that we know our children as readers. This can be done as a teacher/pupil activity based on the pupil's independent reading material. The other children in the group can be reading their chosen books whilst the teacher spends between 3 and 5 minutes with each child discussing their book and hearing them read a small section. Teachers must hear each child in their class read in this way AT LEAST twice a term. One-to-one reading also forms part of our intervention programme, regular readers, and is therefore carried out by support staff and other volunteers in school.

Individual Reading Books

Assessment

In EYFS & Year 1, reading is assessed using teacher judgements through questioning, observing, and marking. Children are assessed on their phonic knowledge at termly intervals using the Little Wandle assessment tool and phonics screenings. Appropriate learning is planned accordingly, and the children are allocated a Big Cat Collins eBook matched to their phonic ability.



In Years 2 to 6, in addition to teacher judgements, reading is assessed formerly using previous SATs Tests. Children in 3, 4 and 5 are assessed using tests from NFER that mimic the style of SATs tests. The tests include questions based on previous learning within that key stage, rather than only the content that has just been taught. We also teach children the skills needed to take a test. Teachers complete a question level analysis (QLA) for each paper and use this to identify 'gaps in learning' (for objectives taught) for individuals / small groups and the class. Small groups interventions are put in place if necessary – outside the reading lesson.

Salford Reading Assessment

Children from Year 1-6 complete the Salford Reading Assessment once a full term which allows teachers to monitor the children's reading ages.

When planning for learning using the school's medium-term plans or EYFS overview, teachers will ensure they have knowledge of the learning in the previous years and where this will progress to.

ACCESS THE LINK BELOW TO FIND OUT MORE ABOUT THE NATIONAL CURRICULUM PROGRAMME OF STUDY FOR READING.

[English programmes of study: key stages 1 and 2 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/671222/national-curriculum-programme-of-study-for-reading-key-stages-1-and-2.pdf)

INTENDED IMPACT

- ✓ Pupils will have a love of reading
- ✓ Build fluency through developing accuracy, automaticity and prosody
- ✓ Pupils will read across a range of genres; feeding their imagination and developing knowledge of themselves and the world in which they live
- ✓ Pupils of all abilities will be able to succeed in all reading lessons and can participate in discussions about high quality books
- ✓ Pupils will use a range of strategies for decoding words, not solely relying on phonics
- ✓ Pupils will have a good knowledge of a range of authors
- ✓ Pupils can use books to enhance their knowledge and understanding of all subjects on the curriculum, and communicate their research to a wider audience.
- ✓ Parents and carers will have a good understanding of how they can support reading at home
- ✓ All pupils are exposed to and begin to utilise a wider vocabulary
- ✓ The % of pupils working at ARE within each year group will be at least in line with national averages.
- ✓ The % of pupils working at Greater Depth within each year group will be at least in line with national averages
- ✓ There will be no significant gaps in the progress of different groups of pupils
- ✓ Pupils will build their 'reading miles' and range of text exposure
- ✓ They will understand there are a wide and varied range of purposes for and to reading
- ✓ Pupils will develop their oracy skills and ability to form arguments with valid rational