

Reading Success

Every half term, teachers choose a quality text at just above the relevant age group level that has *examples of the reading and writing skills* they want the children to learn. Non-fiction texts, poetry and speaking and listening skills also need to be taught across the year in line with the curriculum expectations. Teachers can choose when to teach these skills, however, children should still also hear a quality text daily. Pupils are taught throughout their learning to read with fluency. Reading fluency can be defined as reading with accuracy (decode and read words correctly), automaticity (decode words without thinking and with pace) and prosody (reading with appropriate use of stress, intonation and expression). When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending a text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.

Little Wandle phonic sessions include: teaching sounds, blending, tricky words, spelling and reading comprehension (see Early Reading policy).

Whole school reading sessions include: teacher reading, class reading, paired reading, independent reading, answering high level questions from the text and completing activities that promote a love of reading e.g. writing a new conversation between two well-known characters.

Principles of reading lessons:

1. The teacher selects a high-quality piece of children's literature or non-fiction text that will challenge **all** pupils. It should be at a level beyond that at which they can easily read independently, as specified in the English National Curriculum. The text can (but does not have to be) linked to a relevant topic and used to benefit other subjects, e.g. humanities and science.
2. All children should experience mixed-attainment pairs to allow for frequent, paired, group and class discussion. It is essential that less confident readers are exposed to the high-quality reasoning of more confident readers and become part of these active listening discussions.
3. The teacher in every session uses skilful questioning and discussion to help pupils get to grips with new vocabulary and develop their understanding of the text and expects from children, high-quality responses with evidence and explanations provided to support. A *Word Aware* approach is adopted in all subject lessons to draw out new vocabulary the children need to learn.
4. The teacher reads the text to the class, modelling fluency, intonation, volume, expression and comprehension, and pupils follow the text with their own copy. Children will pick up good reading styles from teachers' performances. Eventually, they will start to emulate them in their own performances. Children also read in reading sessions independently to themselves, in pairs and often choral reading takes place (depending on the cohort and type of book). We encourage a love of reading by staff modelling this with 'Storytime' and reading to the children everyday in all key stages. Teachers can do this in class or in their timetabled slot in the library (the library is also used for children to access a wide range of reading material).
5. The learning objective for the session is the same for all pupils. Pupils have access to a range of tasks that can be differentiated and can be scaffolded. Children need to be able to say a response before they can write one. Teachers should model and encourage children to make good use of sentence stems (e.g., "*The author has used the word _____ to suggest _____*" or "*When the author used the word/phrase _____, I think this means that _____.*"
6. Pupils, on a weekly basis, work on activities that help them to develop their comprehension of the text. Activities do not always need a written outcome, for example you may use drama, theme walls, freeze frames, debates, mood graphs and other activities to help children explore a character or story.
7. Teachers should be actively monitoring good pace, leading to high levels of engagement throughout the lesson.
8. The teacher assesses throughout lessons to inform planning of future sessions.

9. Pupils with poorer reading skills or those who do not regularly read at home have 'keep up/catch up' sessions as intervention across the week.

Here is our English (reading and writing) sequence that we follow at St. Joseph's:

1	Relate	Before we read, we connect our learning to what we already know, as well as finding out about the things that will help us understand what we are reading.
2	Read	We read widely and often so that we are familiar with, understand and have opinions about the text.
	Rip	We read like writers, using high-quality texts to help us understand the writer's craft e.g. Structure, language and grammar choices.
	Rehearse	Before writing we rehearse the language we might use, through talk and drama. We also practice writing using the vocabulary and grammar we have learn from what we have read.
3	Write	When we are ready and we know why and what we want to write, we spend time crafting our writing over time. We draft, edit and publish our writing so that it can be read and enjoyed by others.
4	Review	Once we have written, we take time to evaluate the impact of our writing on its intended audience.

Introduce the book with the cover, blurb, and first page etc – inference work based on clues. Watch a clip pf the book or of a similar themed story.	Teacher models reading the text aloud with children following. Questioning about setting/characters/beginnings to themes. Discussion lessons. Character analysis and group work to explore.	Children begin paired reading with a particular discussion focus – question prompts to guide them. Allow time to regroup and feedback.	Continue teacher modelled reading and class questioning/vocabulary building.	Continue paired reading.
Children might familiarise themselves with aspects of the story through drama/freeze frames, focusing on the speaking and listening aspect of reading.	Introduce independent reading of sections of the text and independent tasks e.g. summarising what has been read into key bullet points. Supported for those who will need though.	Teacher modelled sessions of how to answer questions from the text – look at examples as a class. <i>Questions will need to be written by the class teacher for the quality text chosen.</i>	Children having a choice over how they might present their learning in reading.	Children might complete the next section of a story writing in the style of the author.

The above is a guide and does not have to be followed in order if a certain part of a text lends itself to one style of lesson. Children should however experience all of the different styles of lessons and be active participants in reading

	Spoken Word	Word Reading	Comprehension
Year 1/2	Can I listen and respond appropriately to adults and their peers? Can I ask relevant questions to extend their understanding and knowledge? Can I use relevant strategies to build their vocabulary? Can I articulate and justify answers, arguments and opinions? Can I give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings? Can I maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments? Can I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas? Can I speak audibly and fluently with an increasing command of Standard English? Can I participate in discussions, presentations, performances, role play, improvisations and debates?	Can I apply phonic knowledge and skills as the route to decode words? Can I respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes? Can I read accurately by blending sounds in unfamiliar words containing GPCs that have been taught? Can I read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word? Can I read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings? Can I read other words of more than one syllable that contain taught GPCs? Can I read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)? Can I read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words? Can I re-read these books to build up their fluency and confidence in word reading? Can I continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent?	The children will develop a love of reading and develop their own motivation to read by being exposed to a variety of text types, experiences with text and skills. Can I listen to stories and talk about the characters and plot? Can I listen to non-fiction books and talk about how they are different to fiction and what they teach me? Can I explain how non-fiction books are structured? Can I identify the main parts of a story? Can I sequence events within a story? Can I recall/retell key stories, fairy stories and traditional tales? Can I recognise simple reoccurring language in stories and poems? Can I talk about new words and find their meanings (in context)? Can I link new vocabulary to words I already knew? Can I talk about words I like and give reasons why? Can I draw upon what I already know when I am discussing texts? Can I check what I am reading makes sense? Can I correct inaccuracies in my reading? Can I infer information from what has been said and done in the text? Can I ask and answer questions about reading? Can I predict what might happen on the basis of what I have heard/read so far? Can I talk about the different text I have read and say what I have enjoyed or disliked? Can I take it in turns to listening to what others say? Can I explain how my view on a text is different to someone else's?
	Can I gain, maintain and monitor the interest of the listener(s)?	Can I read accurately by blending the sounds in words that contain the graphemes taught so far,	

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	Can I consider and evaluate different viewpoints, attending to and building on the contributions of others? Can I select and use appropriate registers for effective communication?	especially recognising alternative sounds for graphemes? Can I read accurately words of two or more syllables that contain the same graphemes as above? Can I read words containing common suffixes? Can I read most words quickly and accurately, without over sounding and blending, when they have been frequently encountered?	
Year 3/4		Can I apply a growing knowledge of root words, prefixes and suffixes to my reading fluency? <i>(etymology and morphology)</i> English Appendix 1. Can I read prefixes and suffixes added to words with fluency? Can I explore how these prefixes and suffixes change a word meaning? Can I identify new words and assign their meaning to existing words I know? Can I develop my knowledge of exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word?	The children will develop a love of reading and develop a clear understanding of what they have read by being exposed to a variety of fiction, poetry, plays, non-fiction and reference books or textbooks. Can I read books that are structured in different ways? Can I read for a range of purposes? Can I use dictionaries to check the meaning of words that I have read? Can I show an increasing familiarity with a wider range of books? (fairy stories, myths and legends) Can I retell familiar stories orally? Can I identify themes within texts? Can I identify examples of themes within texts (e.g. reference to the war items or words throughout a war time story) Can I show an awareness of intonation, tone, volume and action when I perform orally? Can I talk about words and phrases that capture the reader's interest and imagination? Can I show understanding of what I read by checking what I read makes sense? Can I talk about and explaining the meaning of words in context? Can I ask questions to improve my understanding of a text? Can I draw inferences such as inferring characters' feelings, thoughts and motives from their actions? Can I justify my inferences with evidence? Can I predict what might happen from details stated and implied in the text? Can I identify main ideas drawn from more than one paragraph and summarising these? Can I identifying how language, structure, and presentation contribute to meaning? Can I retrieve and record information from non-fiction texts? Can I participate in discussion about both books that are read to me and those they I have read? Can I take turns and listening to what others say?

Year 5/6		Can I apply a growing knowledge of root words, prefixes and suffixes to my reading fluency? <i>(etymology and morphology)</i> English Appendix 1. Can I read prefixes and suffixes added to words with fluency? Can I explore how these prefixes and suffixes change a word meaning? Can I identify new words and assign their meaning to existing words I know? Can I develop my knowledge of exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word?	The children will develop a love of reading and develop a clear understanding of what they have read by being exposed to a variety of fiction, poetry, plays, non-fiction and reference books or textbooks. Can I read books that are structured in different ways? Can I read for a range of purposes? Can I increase my familiarity with a wide range of books? (including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions) Can I develop my vocabulary by discussing new words in context? Can I recommend books that I have read, giving reasons for my choices? Can I explain why I might not choose a book again to recommend to others? Can I identify and discuss themes in a wide range of writing? Can I make comparisons within and across books? Can I explain why an author has chosen a theme(s) for a book? Can I show understanding of oral presentation through intonation, tone and volume, so that the meaning is clear to an audience? Can I ask questions to improve my understanding? Can I understand what I have read by checking that the book makes sense to me? Can I discuss my understanding and explore the meaning of words in context? Can I draw inferences such as inferring characters' feelings, thoughts and motives from their actions? Can I justify inferences with evidence? Can I choose language that captures the readers' attention and imagination? Can I explain how language choices have been deliberate? Can I predict what might happen from details stated and implied? Can I summarise the main ideas drawn from more than one paragraph? Can I identify how language, structure and presentation contribute to meaning? Can I discuss and evaluate how authors use language? Can I specifically consider the impact of figurative language on the reader? Can I distinguish between statements of fact and opinion? Can I retrieve, record and present information from non-fiction? Can I participate in discussions about books that are read to me/I have read? Can I build on others' ideas and challenge views courteously? Can I explain and discuss my understanding of what I have read? Can I communicate through formal presentations and debates?
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			Can I maintain a focus on the topic and audience (using notes where necessary)? Can I provide reasoned justifications for my views? <i>Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing. Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies. Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information. The skills of information retrieval that are taught should be applied, for example, in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information, for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review. Teachers should consider making use of any library services and expertise to support this. Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions. Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.</i>
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	Year 1/2	Year 3/4	Year 5/6
Reading for pleasure	• Can I listen to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently? • Can I begin? to link what they have read or heard read to their own experiences. • Can I show developing preferences through book choice?	• Can I listen to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks? • With support, can I begin to read books that are structured in different ways • Can choose appropriate texts with support to read for a range of purposes? • Starting to demonstrate engagement with reading: -reading for sustained periods of time -complete books -engaging actively in book discussion -respond to reading in a written form Year 4- • Can I independently read books that are structured in different ways and reading for a range of purposes?	• Can I continue to read and discuss, with increased confidence, an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks? • Can I read books that are structured in different ways and reading for a range of purposes? • Can I begin to make comparisons within and across books?
Poetry & Performance	• Can I listen to a range of poems, including contemporary and classic? • Can I discuss what poems are about and what they make me picture? • Can I begin to appreciate rhymes and poems, and to recite some by heart? • Can I continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear?	• Can I prepare poems and play scripts to read aloud and to perform, showing an increased understanding through intonation, tone, volume and action? • Can I begin to recognise some different forms of poetry? • Can I recognise some different forms of poetry (Haiku, nonsense, shape, list poems, Kennings)?	• Can I recite a wide range of poetry by heart? • Can I prepare poems and plays to read aloud and to perform, showing a secure understanding through intonation, tone and volume so that the meaning is clear to an audience?