

Etwall Primary School

Reading Strategy

Reading is at the heart of teaching at Etwall Primary School. Pupils who find it difficult to learn to read are likely to struggle across the curriculum as English is a both a subject in its own right and the medium for teaching. (The Reading Framework, 2023)

Our Vision: that children can read fluently and with good understanding; developing the habit of reading widely and often, functionally and for pleasure.

Reading Menu

Our children get a varied reading diet to promote both the love of reading and also the ability at which children can decode and comprehend.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Little Wandle SSP						
Little Wandle Rapid Catch up						
					Fluent in five Reading Catch Up	
Pathways to Write						
Pathways to Poetry						
Class Reader						
		Whole Class Reading Lessons				
Weekly 1:1 Individual Reads						
3x 1:1 individual Reads for Disadvantaged Learners						
Reading Spines						
			Reading Ambassadors			

Reading for Pleasure

Reading Spine

Each year group phase has a reading spine which details the quality texts that are read to them throughout the two years they spend in this phase, as a minimum. This details the text the class teacher reads to the class for pleasure, as well as the quality picture books used to teach our English lessons. There is also a list of poems and non-fiction books that will be explored each term.

Whole Class Reading for Pleasure Text

As part of the reading spine, each class has a termly novel to have read to them by the class teacher. These have been carefully chosen and put together to ensure that they are quality texts, and have a range of themes throughout each phase. The themes, the complexity of the story lines and the language used develops as children mature through the school. In EYFS, chapter books are not used but a range of fiction, non-fiction and poetry is used each term to develop a love of reading. It is important that the teacher (or other expert adult) reads this text to ensure the children hear a model of fluency and prosody which they can use in their own reading.

Library

There is a library housed in the UKS2 corridor filled with fiction books. All children are able to choose from these freely. These books are regularly checked to ensure they are of good quality, added to with recommended reads, and also titles and authors the children have asked to read. The library is organised into genres to support children in choosing books which may be of interest to them.

The PTFA are in the process of raising money to create a KS1 library in the KS1 corridor.

All children, from EYFS to Y6 take home a library book, if children are not ready for chapter books, this may be from the classroom shelves. Free-readers may use these as their reading book rather than taking two books.

Reading Ambassadors

Each class from Y2 upwards nominates two reading ambassadors. These are the reading champions for their class. These children attend regular meetings and share their love of reading throughout the school.

Book Fair

Biannually, we hold a book fair in school where children and parents can purchase books to share together. Children are given opportunities to look at the books, both new releases and popular fiction and non-fiction. These are held at the same time as parents' evenings so children can share their favourites with their parents.

Reading Partner Classes

Each class has a 'reading partner class'. These classes meet up at least once a month for a shared read. This may be older children listening to younger children read, whole class reading, choosing books together etc.

Eagles and Sparrowhawks
Ospreys and Little Owls
Red Kites and Kingfishers
Falcons and Robins
Kestrels and Woodpeckers and Wagtails

Displays

Each display in the corridor has a book attached to it related to the subject. These are mainly non-fiction books but also show fiction at times

Assemblies

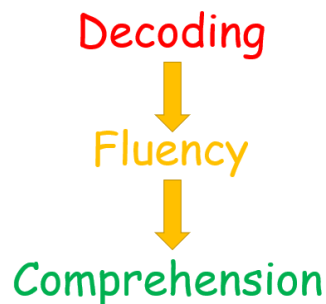
Each Monday assembly has something on the board for all children to read as they enter.

Five a Day

In EYFS, children get a 'five a day' reading diet. This includes fiction, non-fiction, nursery rhymes, poetry, books of the children's choice and free reads.

Whole-Class-Reading Lessons

For children in EYFS to Y6 we believe that children need to go through three phases to ensure that they are competent and secondary ready readers by the end of Year 6.



These areas are taught through reading, phonics and spelling lessons but are also built on in the wider curriculum. These are areas that are taught throughout the school and at different levels depending on the complexity of the text and the age of the children. All children will be taught all three areas of reading, using an evidence base of the EEF and the DFE framework for reading, but the emphasis and the length of time spent on each one may change depending on the age of the children. (Younger children are generally going to need more time to decode whereas older children should be more competent at decoding so will focus more on comprehension)

Decoding (Phonics)

We follow the SSP scheme Little Wandle. The progression of Little Wandle has been devised so that children are taught a cumulative progression of GPCs that they immediately practise through oral blending, reading and spelling words and sentences, and, later on, reading fully decodable books. Children review and revise GPCs and words daily, weekly and across terms and years in order to move this knowledge into their long-term memory.

This momentum of progress is aspirational yet achievable, we maintain pace, practice and participation by all children. The programme lends itself to a mastery approach to teaching phonics. This means that all children in the class learn the same content at the same time and it applies the principle of all the children keeping up. Big Cat Collins books goes alongside Little Wandle, the books closely match the children's phonics journey.

If children have not passed the phonics check at the end of year 1, they will continue to take part in phonics lessons or phonics intervention catch up sessions using the Little Wandle scheme.

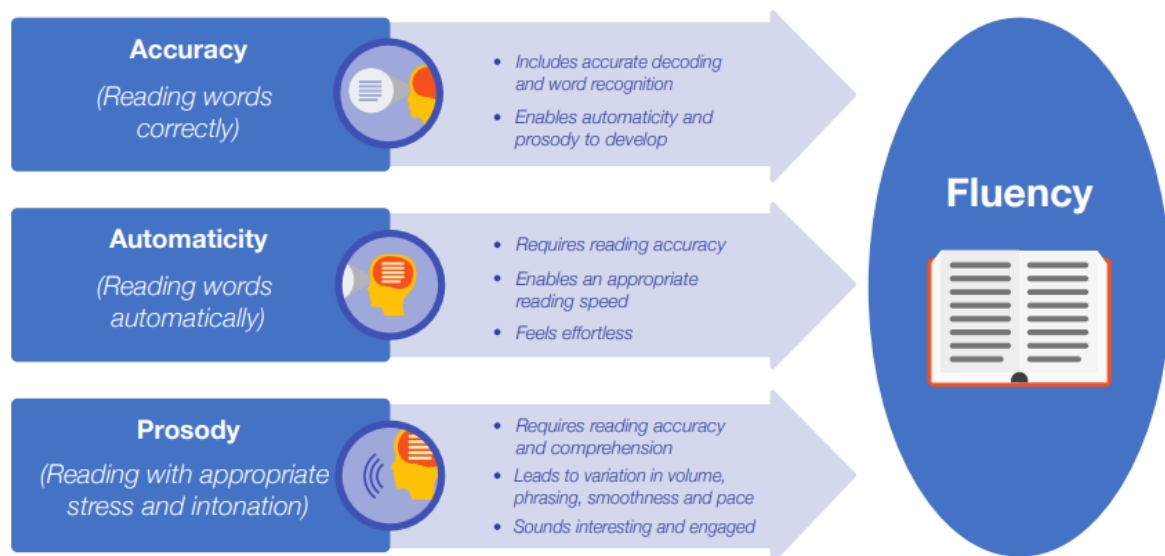
Fluency

Once children can decode well and know their phonics, we must build children's fluency so they can comprehend well.

Fluent readers can read accurately, at an appropriate speed without great effort (automaticity), and with appropriate stress and intonation (prosody). A fluent reading style can support comprehension because pupils' limited cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.

Fluency has three different strands to it (EEF, Improving Literacy in KS2) and all of these need to be taught to ensure children at Etwall Primary School become fluent readers.

Figure 5: Reading fluency



This is done using several strategies in reading lessons, and in the wider curriculum as appropriate such as

Modelled Reading - By listening to good models of fluent reading, students learn how a reader's voice can help written text make sense. By reading effortlessly and with expression, we are modelling for our students how a fluent reader sounds during reading.

Shared Reading - Shared reading is an interactive read aloud where the students join in or share the reading of a book while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression.

Choral Reading - Choral reading is reading aloud in unison with a whole class or group of students. Choral reading helps build students' fluency, self-confidence, and motivation.

Echo reading - Like choral reading but a phrase/sentence is read aloud at a time by the teacher and repeated by the child/group of children/whole class.

Paired Reading - With the paired reading strategy, two students read together to improve their reading fluency. This method involves one student reading aloud while the other listens and provides support as needed. The roles are then reversed, with each student taking turns as the reader and the listener.

Readers Theatre - Reader's theatre is a collaborative strategy for developing oral reading fluency through reading parts in scripts. Students do not need to memorize their part but they will reread the script several times to build familiarity with the language and practice appropriate expression.

Comprehension

Comprehension is an outcome, not a skill to practise, and so it does not make sense to divide up the elements of skilled reading and teach them separately. They should engage the children either emotionally, cognitively, or because children are invested in the characters and their situations. The text for a reading lesson can be more challenging than a pupil might be able to read independently because the teacher is there to support comprehension.

EYFS and KS1 will still spend time on elements of the structure below when possible but their main focus will be on learning of phonics through a daily phonics lesson.

Structure of Reading Lessons (From Y2 - Y6) - 45 minutes

Monday	Tuesday	Wednesday	Thursday	Friday
Based on the class book. This is mainly focused on oracy and summarising and predicting	Based on extracts and a range of fiction/non-fiction/poems/songs/video clips Vocabulary (5 mins) Model of text by teacher (5 mins) Fluency (5 - 10 mins) Rapid Retrieval (5 - 10 mins) Oracy work and whole class/ paired discussion based on a range of content domains. This should help them to construct a mental model of the text. (10-15 mins) Flying Solo (Independent task in books). (10 mins)			Reading comprehension Task This includes a range of question types based on a new text. 20-30 mins task 15-20 mins. Whole class marking

Monday

On a Monday, children will have chance to predict and summarise based on the class book. This gives children chance to 'zoom in' to study a particular moment in more depth. This lesson may involve discussion or drama and there may sometimes be no recording in this lesson.

Tues - Thurs

This structure remains the same for children from Y2 - Y6. While children are learning to become more fluent, a larger emphasis will be placed on this part of the lesson. As children become more fluent, while this will still be practised, the emphasis will be more on the comprehension elements of the lesson.

Vocabulary - Focus on tier 2 and tier 3 vocabulary that are identified from the extract. The teacher helps the children to read these words using decoding and also by drawing on its morphology and etymology. Consider using images where necessary/relevant. These words are explained to the children so they have a clear understanding of them. This needs to only be three or four words.

Children choose one of these to write in their book as a 'Word of the Day', writing out its meaning and writing the word into a sentence of its own where it makes sense.

Model of the text by the teacher - Teacher to read the text to the children as the expert model. As this is a reading lesson and not a reading for pleasure session this is more likely to be interspersed with discussion to

- Share and discuss vocabulary,
- Think aloud,
- Share a key piece of knowledge etc. (refer to page 111 - 115 of The Reading Framework for more details of this)

Fluency - Following the model reading by the expert, the teacher will choose a short section for children to practice their fluency. This will be explicitly taught using the strategies outlined in the fluency section of the reading strategy for Etwall Primary School. A range of these will be used throughout the year.

Rapid Retrieval - These are 5-7 questions that require children to quickly retrieve the information from the text. Initially, time should be taken to support children in the skills of skimming and scanning to find their answers. (Initially in Y2, this may be 3 questions) The answers are then shown and the class can mark these together, going through any misconceptions.

Oracy work and whole class/ paired discussion based on a range of content domains- These are discussion based and should be based on a range of content domains. Using 2 or 3 structured questions, such as those on Fred's teaching should ensure a wide coverage of these throughout each term. QLA of assessments means focus can be made as necessary on domains that need further work. These need to be designed to support children to construct a mental model of the text. Children should have plenty of opportunities to share their own reasoning and listen to others to develop their knowledge of a text but also encourage a love of reading.

Flying Solo - three or four questions that the children can answer independently in their books. An extension question should be given to those who are more able readers. These should include a range of question types, and where necessary these can be used to give questions in 'test' style so children are used to the format of these. (Blank versions of these are stored on SharePoint for each domain) Teaching using these, and these only, can inhibit a love of reading.

Text choice - Reading lessons should introduce engaging literature to the children and be pitched at a level that will be accessible but slightly harder than they would naturally choose on their own. A medium-term plan has been created for each phase to show the texts that have been selected for these lessons. This ensures a good range of fiction, non-fiction, poetry, and film extracts from a range of sources.

Friday

Children access a text at their level, answering the comprehension questions independently. These are likely to include elements of all/the majority of the reading domains. Time is then given to mark these together and give live feedback to improve understanding. These are recorded in books.

A group of children could be taught using this same text with an adult in a small group if this would support their learning.

Rationale for the lesson structure.

- Extracts provide a valuable way of encouraging wider reading.
- Whole text work (based on the class reading for pleasure text) give children the opportunity to 'zoom in' and study a particular moment in more depth or illustrate a teaching point.
- Using a range of texts for WCR means that a wide variety of texts are used but these are not looked at in depth. Using a longer whole class text means that there is not a variety but there is depth. The reading framework suggests that a use of both is good practice.
- Extracts means that we can expose children to fiction/non-fiction/poems/songs and video clips as part of their reading diet.

- Teaching key vocabulary means that children are more likely to be able to engage with the text and create a more accurate mental model.
- Research suggests that limited and focused teaching of the reading comprehension strategies (Reading domains) is only beneficial for lower-attaining pupils for a limited period of time (10 weeks) after this the benefits plateau. (Willingham D.T and Lovette. G, 2014)
- Comprehension strategies are interwoven together and separating them out can inhibit a love of reading.

Assessments

Phonic Assessments

Children complete a phonic assessment at the end of each half term with a teacher or TA 1:1, using an online PowerPoint. A Google form is filled out on the Little Wandle Assessment tracker which generates a heatmap of the children who need phonic interventions. It then creates a grid with gap analysis of the children's gaps which we use to inform Rapid Catchup interventions. This is completed for all children who are having phonics lessons/phonics catch up sessions.

Currently being trialled:

Fluency Assessments

For those children who are working in the bottom 20%, or we deem at risk of becoming in the bottom 20%, we assess their reading fluency using Fred's Teaching 'Reading Fluency Assessment' resources. (All children who are working below, working towards, and cusp expected - assessments may also be made of those who we feel are still only just within the expected boundary.) We also assess all those who are in receipt of pupil premium. In the Spring Term, all children are assessed. In this way, we can assess whether children are at risk of falling behind due to their fluency skills or whether their comprehension needs working on. It may be that phonics knowledge needs reassessing and gaps in this need relooking at. Fluency is assessed using the below criteria:

	Age appropriate WCorrectPM	Autumn	Spring	Summer
		Able to read a text at the prescribed speed with a lexile score between...		
Year 2	90	200 and 299 (230 - I want my hat back)	300 and 399 (340 - My Tooth is LOST!)	400 or more (420 - Danny McGee Drinks the Sea)
Year 3	95	400 and 499 (450 - Little Red)	500 and 599 (540 - The Puffin Keeper)	600 or more (600 - The Explorer)

Year 4	100	620 and 669 (630 - The Girl Who Stole an Elephant)	670 and 709 (690 - The Highland Falcon Thief)	710 and more (710 - The Hundred Mile an Hour Dog)
Year 5	110	730 and 799 (750 - Beetle Boy)	800 and 849 (810 - Street Child)	850 and more (860 - The World Around Me)
Year 6	120	850 and 909 (870 - Darwin's Dragons)	910 and 969 (930 - The Northern Lights)	970 or more (980 - The Crackledawn Dragon)

Comprehension Assessments

Children in Years 2-5 complete NFER assessments three times per year. These give a standardised score for each child. These results are analysed through QLA to ensure progress of all children and to identify gaps in learning that need to be focussed on in future English lessons.

Lowest 20%

After each assessment period, the English lead creates a list for each class of children that includes those who are significantly behind (Teacher assessed as Below or have a NFER score of lower than 85) who become 'daily readers'. i.e. those who must read daily to an adult. They are also provided with a list of children are behind or at risk of falling behind who they need to focus on. (Teacher assessed as working towards or NFER of 86-99) Teachers need to consider which area each child needs support with and they can address these needs. Ideas might include (but not be limited to...)

- Daily reading to an adult
- Focussed questioning during quality first teaching
- Phonics intervention
- Fluent in five groups
- Comprehension groups