

ECCLES **ALL** PRIMARY **SCHOOL**

PROGRESSION IN READING

2022-23



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Primary
ECCLESALL
School

Ecclesall Primary School

Happy Children, Happy School,
Learning Together, Growing Together

Reading at Ecclesall Primary School

Reading Intent:

At EPS, our promise is to make reading irresistible for all children so that they acquire a lifelong love of reading, books and authors. Reading will always be prioritised so that children become motivated, fluent, skilled and attentive readers, who develop understanding and confidence to ensure the process is pleasurable and enriching.

Implementation: To achieve our aim of encouraging the love of literature, children are exposed to a wide range of high quality reading material. Staff use reading as a stimulus to excite children's imagination, engage interest, develop thinking and expand their vocabulary.

From the earliest opportunity, our children enjoy a wide range of stories, rhymes, poems and songs. Each year group read books from their recommended reading list and adults regularly share different texts with their class. Children talk about and identify which books they enjoy, through story times, discussions, play, book clubs, peer to peer book reviews and library visits. We are very proud of our school library and children visit with their class to enjoy the space and to listen to and choose a range of texts and genres.

Classrooms provide rich reading environments and reading areas. Children have access to a wide range of high quality fiction, non-fiction and poetry texts within the classroom and in our school library. Story-time books are selected to ensure that they broaden children's experiences of literature, life, diversity and cultures. Each year group has a list of texts which are available in the class reading area for children to access. We are dedicated to making reading as high-profile as possible, with reading workshops, book studies, visits to the community library, author assemblies, Book Week (coinciding with the national 'World Book Day'), our annual book fair, The Sheffield Book Awards, poetry day and author visits arranged throughout the school year. Children read independently across all subjects every day.

Impact:

All children will develop a love of reading and will be able to talk confidently about the books they enjoy, making **connections** and **comparisons** between genres, texts and authors. They will develop the skills to become fluent, confident and able readers supporting their learning across the whole curriculum. The strong foundations we

provide will underpin our children's future learning and ultimately their ability to become **effective communicators**. We want all children to love books and reading.

Early reading

At Ecclesall Primary School we use the following range of strategies to teach early reading:

1. **Phonics** (decoding)-reading unfamiliar words by saying the sounds corresponding to the letters and blending the sounds together to read the word.
2. **Word recognition**-Reading familiar words accurately without having to say the sounds.
3. **Comprehension** (both listening and reading)

PHONICS

(see also Phonics at EPS for further detail)

At EPS, phonics is the primary strategy that children use to learn to read. We teach Twinkl Phonics as our systematic synthetic phonics programme. Children experience discrete daily lessons in Reception, Y1 and Y2. Our multi-sensory daily phonic sessions ensure our children quickly acquire key decoding and blending skills. Pupils are systematically taught the phonemes (sounds), how to blend the sounds in a word for reading, and how to segment the sounds in order to write words. Children are taught to use their phonic skills and knowledge as their first approach to reading, but are also taught how to read high frequency and common exception words which do not completely follow the phonic rules.

Children have time to practise and expand their ability to read and spell words. We recognise that children's experience and knowledge of phonics varies and ensure that it is taught and practised at a pace that is suitable for all. Phonics is taught through whole class teaching with TAs supporting in class and delivering interventions to support gaps in learning. Information about how we teach phonics is shared with parents during the first term in Reception and can be found on our school website.

READING

At EPS, we use Collins Big Cats for our early readers and also as our main scheme as children progress through school. In addition to this, we use Pearson's Bug Club online for all children where there is a wealth of reading material for home and

school use. Early texts are chosen which are decodable and match sounds and phonic levels to enable children to practise and apply their skills and build confidence and fluency. As children move to Y2, they will begin to read our banded range of Collins Big Cats books.

During their time in FS2 and KS1, children experience a range of daily reading experiences including individual reading, guided reading, shared reading and story times. We encourage parents, to hear their children read regularly, recording this in the home/school reading record diary.

All year group have recommended reading lists to promote reading for pleasure.

Individual Reading

Children in reception experience individual reading with an adult which focuses on word reading by blending sounds to decode text, tricky word recognition, comprehension skills and reading for pleasure. Reading books are chosen to match sounds and phonic levels and are sent home for further practise. Teachers and TAs record each reading session in the home/school reading diary for parents who are also encouraged to write in the diary. Reading zappers are used to practise phoneme/grapheme/digraph and trigraph recognition as well as blending skills for reading.

Guided Reading:

Children in KS1 experience weekly small group guided reading sessions. Guided reading books are sent home for additional practise. Children are grouped according to their reading skills and will read a phonic level or banded books at the correct level. These will be a mixture of Fiction, Non-fiction and Poetry books. Children may take it in turns to read a section of the text or the group may work at decoding the text together. As well as focusing on word reading, children will focus on developing their comprehension skills and widen their vocabulary. The teacher/teaching assistant make assessment notes for each child reading sheet which link with the reading objectives.

Phonic level and banded books

Children's early reading and phonic development is supported by reading books which are fully decodable and match phonic level and the sounds they are learning to enable children to practise and apply their skills, build confidence and fluency. We use Collins Big Cat as our main reading scheme. As children progress into Y2, they move to reading banded books to develop their fluency, comprehension and understanding of vocabulary.

Shared Reading:

Children in FS and KS1 also experience shared reading sessions where the class teacher shares a “Big Book”/ Flipchart on the interactive whiteboard with the whole class. During the session we teach subject specific language about books and talk about the front cover, blurb, author, illustrator etc. Teachers model decoding strategies and focus on developing vocabulary and comprehension skills and the class read the text together as they become familiar with the book.

Comprehension Skills

Reading consists of two dimensions: word reading (emphasis on phonics) and comprehension (both listening and reading).

Good comprehension draws from linguistic knowledge – vocabulary, grammar and knowledge of the world. Comprehension skills at EPS develop through pupils’ experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. Comprehension is taught through: specific teaching about the question types, guided reading, discussion of class books, book study lessons (Y2).

Progression in Comprehension Question Types

Year Group	Specific question types to teach (as well as general inference and retrieval questions)
1	Basic retrieval e.g. What...? Where...? How...? Basic inference. Predicting.
2	Find and copy True or false? Tick box [strategy] Word meaning – write the meaning of a given word Matching related facts (draw lines in between) Ordering events – from chronological text [strategy]

Book Study

In Year 2, children experience twice weekly book study sessions where pupils practise and develop their comprehension skills. The class read a range of fiction and non-fiction texts focusing on a different book every half term. They study question types

initially centering on retrieval, build on their knowledge of vocabulary and practise skills around answering questions.

Reading for pleasure

Children are exposed to a wide and diverse range of reading material to promote a love of reading and staff read to children to excite, engage, develop thinking and vocabulary. Throughout school children take home a 'reading for pleasure' book every week, alongside their reading book for infant children.

Other reading opportunities include:

- Home Books: All children are able to take home additional, non-banded books for home reading from the class collection or school library.
- Class and whole school story time: picture books/chapter books/poetry for enjoyment throughout the day.
- Parent helpers read with individual children sometimes listening to them read and sometimes sharing a book.
- Visits to the school library for all year groups.
- Environmental print around school. (High frequency words around the classroom).
- Access to Topic books from the Schools Library Service all year round, chosen by the class teacher.
- Finding out information by reading books/ the internet/dictionaries /leaflets.
- Visits and visitors from Ecclesall Library.
- Author visits such as Conrad Burdekin.
- Book Fairs to encourage a love of reading.
- Independent reading encouraged during continuous provision.
- Book reviews displayed around school.
- Monthly reading recommendations from our Reading Champions.
- Teacher reading recommendations shared on social media.

Reading environments

Book corners are part of every classroom and are organised as inviting mini-library environments with a diverse range of high quality books for the children to read and enjoy. Our reading areas are regularly refreshed to ensure children have access to high quality reading material at all times. Peer to peer book reviews are displayed and regularly shared. All year groups have a recommended reading display such as 'BookFlix' or Reading Bingo linked to our recommended reading lists.

EPS Reading Recommendations

Our EPS reading recommendations come from the Books for Topics website which consists of a range of high-quality and diverse books appropriate for primary age children. Contributions from a community of people including teachers, librarians, education lecturers and children's authors make up the team of professionals who select the books. With a panel of 50 reviewers from across the primary education

community, new books are tried out in a variety of school settings before they are recommended.

Every class in school displays the list of recommended titles and the books are available for children to read. Classrooms provide rich reading environments and reading areas. Children have access to a wide range of high quality fiction, non-fiction and poetry texts within the classroom and in our school library. Story-time books are selected to ensure that they broaden children's experiences of literature, life, diversity and cultures. Teachers select the books to include in story times, book clubs and as book study titles. Our list of books promote reading for pleasure, discussion and learning throughout school.

Reading Champions

Our EPS year group reading champions meet regularly to discuss their favourite books, their recommendations are then included on our monthly EPS newsletter. Their role is to help promote a love of reading through school

Assessment of Reading:

Alongside guided reading and individual reading assessments, teachers also assess children's key word and phonic knowledge. This helps us to identify needs of individual. Children's progress is monitored using our book band and phonic trackers. Phonics assessments are carried out using our EPS phonic assessment booklet every half termly to ensure teachers know how to move the learning forward. Some key children will be monitored more regularly. In Year 2 some children are assessed using the Bench Marking assessment tool.

Reading incentives

In Reception and KS1, our EPS reading incentives are shared with our children and parents are encouraged to read regularly. Our home reading challenge in Reception and Year1 consists of bronze, silver and gold levels and children are encouraged to read 3 or 4 times a week and tick off leaves of their Errol the Ecclesall owl reading tree. When their tree is completed they receive a special reading certificate. In Year 2 children move onto Errol's 100 Challenge.

Reading in KS2

Reading assessments:

- All children are assessed using a 'speed read' which involves reading aloud an age-appropriate text of 90 words a minute. This helps the teacher gain an insight into how fluent a child is and whether the level of the text is right for them. Children who are identified as working below the expected standard are given additional TA / teacher support through reading intervention groups.

- Children who are identified as working below the expected standard in reading are further assessed using the Salford Reading Test.
- Formative assessments (Scholastic) are completed every half term.
- In year 6, the children sit previous Y6 SAT papers to help them prepare for the end of year tests.

Reading independently:

- Children have opportunities to read independently every day.
- In Y3, children are either allocated books from their reading scheme level (Big Cat Collins) or select books from the 'free reader' shelves. The teacher monitors the selection of books to ensure children are not reading anything which is either too easy / or too challenging for them.
- By Y4, 5 and 6, the majority of children have completed the reading scheme and are 'free readers'.

Bug Club:

- Bug Club is an online resource library which can be accessed by all children at Ecclesall Primary School.
- Books are grouped in age-appropriate categories both in terms of years and book band colours. Teachers allocate books to each child depending on their reading level.

Y3 and Y4

Reading at home:

- Reading books go home every day and children should fill in their reading record each time they are listened to / read independently.
- An adult must sign the books, not the children themselves.

Reading incentives:

Our home reading incentive is called 'Fab Four'.

- Parents are asked to listen to their child read at least four times a week and then sign their reading record book. The child could read physical books and / or books from Bug Club.
- Although shared reading is encouraged, if a parent is unable to listen to the child read but has observed them reading independently, then they can note that in the reading record.
- Y3 - Once a week, if they have four signatures, they receive a fab four stamp and a dojo.
- Y4 - Once a week, if they have four signatures, their name is put into a draw and one of the tickets is pulled out and the child receives a prize.

Y5 and Y6

Reading at home and incentives:

- Y5 hold a bingo-style reading challenge which encourages children to read a range of genres and from a variety of authors.

- In Y5 and Y6, homework is sent home asking the children to read three times a week with an adult.

Short reading activities:

- If a class is having a writing focus in their English lessons, then short reading activities are completed to keep children's reading skills sharp.
- Reading activities are linked to the RICE expectations (Retrieve, Infer, Choice / Compare, Explain).
- In year 6, children are encouraged to read a larger volume of text through Book Club where children work in groups to use the **reciprocal reading** technique to explore and discuss novels. After their sessions, they then set a limit of where to read to for the next session.
- Also Y6 children complete CGP '10 Minute Test' questions or past papers/CGP papers in order to answer a range of questions which have previously been taught throughout the school.

Book studies:

- If a class is studying a book in-depth over a number of days, then they complete a book study. This is a series of activities based on the text which are very closely related to SATs style comprehension questions appropriate to their age / ability level.
- Question types (from a progression document produced) are taught and are then embedded through the short reading tasks.
- 'Apples' and strategies are introduced through such tasks in order to ensure children are more thorough and plan answers.

Progression in Comprehension Question Types KS2

Year Group	Specific question types to teach (as well as general inference and retrieval questions)
3	Word meaning – 4 options given to choose from (tick box or circle answer/s) [strategy] Measures e.g. How long...? When...? How high...? Look for words like approximately and about in the text to go with the measure [apple]
4	Ordering events – non-chronological text (e.g. find dates) [strategy] Evidence (e.g. a quote from the text) is given in the question and children write a feeling. (inference) [apple]
5	fact/opinion compare and contrast (including comparing feelings) [apple]

	A feeling is given in the question and children write the supporting evidence. [apple] Write which word/s suggest/tell you/show... (inference skill)
6	3 mark questions (e.g. character traits with evidence) – 2 points with evidence Character traits and impressions: <ul style="list-style-type: none"> - Comparing - Q: evidence given A: write point - Q: point given A: Write evidence - Write point and evidence.

Shared Reading:

- Children read and discuss their understanding through our Book Clubs. In small groups, they read a section of text and discuss their understanding and share ideas. The texts are predominantly from our 'Recommended Reads' for each year group.
- When sharing a text in class, teachers often ask children to read aloud as a class as well as the teacher reading aloud themselves. This allows children of all abilities to see and hear the words at the same time and to read at a similar speed.
- Children also regularly read their work (or their partner's work) aloud to their table partner when doing peer assessments.

EPS Reading Trident

Pleasure

- Silent reading/shared reading/discussion times
- Access to a wide range of fiction, non-fiction, poetry
- Library
- Class book/story time
- Reading incentives
- World Book Day
- Book Fair
- Posters celebrating/advertising books
- Reading recommendations i.e. Y4 bookmarks, Y6 stars.

Knowledge

- Comprehensions
- RI, RIC, RICE
- Reading apples
- Book Journals/studies
- Book Club
- Bug Club
- Reciprocal Reading

- Cross Curricular opportunities
- Pre-teaching – intervention or whole class – increase familiarity, subject specific vocabulary, rehearsal of reading aloud.

Fluency

- Reading to adult/partner
- Book Club
- Paired reading
- Drama
- Homework tasks - reading with parent
- Practice, practice, practice.
- Rehearse and revise.