ECCLESALL PRIMARY SCHOOL

PROGRESSION IN READING



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 fluent, skilled and attentive readers, who develop the understanding and confidence to ensure the process is pleasurable and enriching.

Implementation

To ignite a love of literature, children are exposed to a wide range of high-quality texts. We use reading as a stimulus to spark children's imagination, capture their interest, develop their thinking and broaden their knowledge and vocabulary. Through rich and engaging literature, children are encouraged to become enthusiastic, confident readers with a lifelong passion for reading.

From the earliest opportunity, our children enjoy a wide range of stories, non- fiction texts, poems, rhymes 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, 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.

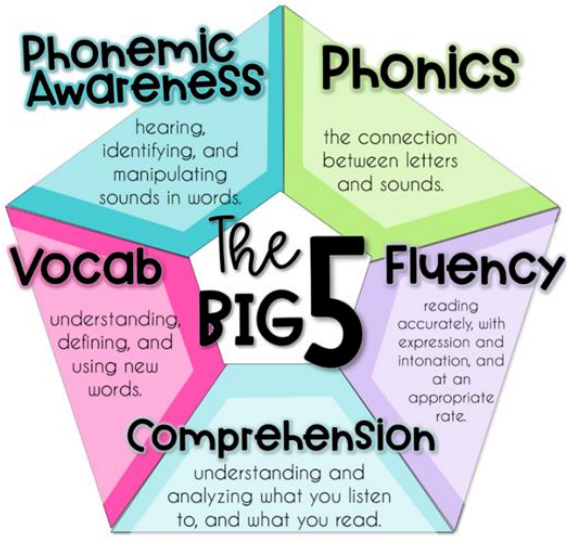
Classrooms provide rich reading environments and reading areas. Children have access to a wide range of high-quality fiction, non-fiction and poetry texts within the classroom and in our school library. Story-time books are selected to ensure that they broaden children's experiences of literature, life, 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 book studies, visits to the community library, assemblies, World Book Day, National Story Telling Week, our annual book fair, The Sheffield Book Awards, poetry day and author visits arranged throughout the school year. Children read across all subjects regularly.

Impact

Children 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 with secure linguistic skills and knowledge of the world. We want all children to love books and reading.

Our reading curriculum focuses on developing 5 essential skills.



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 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.

Whole class shared text

Children regularly practise their reading skills as a whole class using the Twinkl online books, applying their phonic skills while blending, recognising key sounds and common exception words. Teachers model and discuss decoding strategies and focus on developing vocabulary and comprehension skills as the class read the text together.

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 the class will read the text together, focusing on vocabulary, specific language and comprehension.

Book Study

In Year 2, children experience book study sessions where pupils practise and develop their comprehension skills. The class read a range of texts studying question types initially centering on retrieval, build on their knowledge of vocabulary and practise skills around answering questions, moving onto sequencing, inference and vocabulary meanings.

Reading in KS2

As children progress through KS2, the emphasis moves from learning to read towards reading fluently, independently and with increasing depth of understanding.

Reading Independently:

In Year 3, children may read books from the Collins Big Cat reading scheme or select from the school's 'free-reader' collection. Teachers support children in choosing books that provide an appropriate level of challenge.

By Years 4, 5 and 6, most children are 'free readers'. Children are encouraged to read a wide range of fiction, non-fiction and poetry and to develop their own reading preferences.

In KS2, children will share a class text through shared reading sessions. The text is read together with a focus on reciprocal reading strategies: predicting, clarifying,

questioning and summarizing. Through discussion and teacher modelling children are encouraged to think actively about the text. Comprehension is developed through discussion and questioning, enabling children to retrieve information, make inferences, explain their thinking and develop a deeper understanding of the text. This approach provides children with opportunities to hear fluent reading, practice reading aloud and discuss their responses with peers.

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]**
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: - Comparing - Q: evidence given A: write point - Q: point given A: Write evidence - Write point and evidence.

Developing Fluency

- Fluent readers can read accurately, at an appropriate speed without great effort and with intonation.
- A fluent reading style can support comprehension because children are freed from focusing on word recognition and can be redirected towards comprehending the text.
- How do we support fluency development?

Reader's Theatre to support fluency

Reader's Theatre is an approach that is used across school to support pupils reading fluency by repeated reading of texts and oral rehearsal. It is the process of reading and rereading a text, to hone the performance of that text to an audience. It embeds repeated reading and focuses on attention to volume, stress and expression.

Step 1: Adult as model The adult reads the selected passage of the class text aloud as an 'expert model' of fluency whilst pupils follow the text with their own copy. This may be repeated multiple times as necessary.	**Step 2: Echo reading** Children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation, etc.
Step 3: Text allocation Children work in pairs or triads. Each group may: 1. all have the exact same short section of text, or	**Step 4: Repeated choral reading** In their groups, children read their section aloud, echoing the initial reading by the adult.

2. a longer section might be split into short parts, so that each group has a different piece.	

Reading for pleasure

Children are exposed to a wide and diverse range of reading material to promote a love of reading and from the very start of school children learn to develop their listening skills. Staff read to children to excite, engage, develop thinking, vocabulary, linguistic knowledge and knowledge of the world. Throughout school children take home a 'reading for pleasure' book every week, alongside their reading book for infant children.

Other reading opportunities include:

- Class and whole school story time: picture books/chapter books/poetry for enjoyment throughout the day.
- Adult volunteers read with individual children listening to them read and sharing a book.
- Environmental print around school.
- 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 to Ecclesall Library.
- Author visits.
- Book Fairs to encourage a love of reading.
- Independent reading encouraged during continuous provision.
- Book reviews displayed around school.
- Home/school recommended reading scrap books.

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 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. Our list of books promotes reading for pleasure, discussion and learning throughout school.

https://tinyurl.com/mwvzp6cx

Reading Scrapbooks

Each class has a reading scrapbook to share 'Our Best Books' with their peers. The scrapbook is sent home for pupils to create their own reading recommendations and these are then shared with everyone in their class. Children choose to record their recommendations in different ways creating illustrations, written reviews, character descriptions or speech bubbles.

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.

Assessment of Reading:

Alongside individual reading assessments, teachers also assess children's key word phonic knowledge, comprehension and fluency skills. This helps us to identify individual needs. Children's progress is monitored using our book band trackers. Phonics assessments are carried out using Twinkl assessments half termly to ensure teachers know how to move the learning forward. Some key children will be monitored more regularly who are identified as needing additional support receive extra reading practice alongside carefully targeted interventions to develop their reading skills, build confidence and accelerate progress.

In Key Stage 2 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 (Testbase Standardised Tests) are completed every term. In year 6, the children sit previous Y6 SAT papers to help them prepare for the end of year tests.

Reading incentives

In KS1, our EPS reading incentives are shared with our children and parents are encouraged to read regularly. Our home reading challenge in 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.

In lower Key Stage 2 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.
Once a week, if they have four signatures, they receive a fab four stamp.
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.

The Importance of Great Books (Text choice)

Engaging pupils in literature gives them access to all the things we can learn from great books. At EPS, text choice ensures children read, listen to and discuss a broad and diverse range of authors, where the ideas and language allows for rich discussion. Pupils encounter characters, situations and viewpoints that mirror their own lives, so they understand that they matter and also provide a window into the lives of others. For some pupils, stories might be the only place where they meet people whose social and cultural backgrounds and values differ from their own. These books are introduced in English lessons, story times and used to support subject knowledge development.

To ensure pupils experience a broad and balanced range of literature our text choices are based on Doug Lemov's 'The Five Plagues of Reading' as detailed in his research 'Reading Reconsidered'. According to Lemov, there are five types of text that children should have access to in order to successfully navigate reading with confidence:

	Archaic Text	Non-Linear Sequence	Narratively Complex	Symbolic Texts	Resistant Texts
	Texts that were written between 50-100 years ago, whose vocabulary, syntax and context for culture are more complex than modern stories.	Texts where time tends to leap around and double back on itself.	The narrator can sometimes be unreiable; at times there may be more than one narrator.	Some texts use metaphor and images whilst others convey an allgorical meaning.	These texts are deliberatly difficult to comprehend. The reader has to assemble meaning around nuances, hints and clues.

Click here to see our texts.

https://tinyurl.com/yh9v8589