

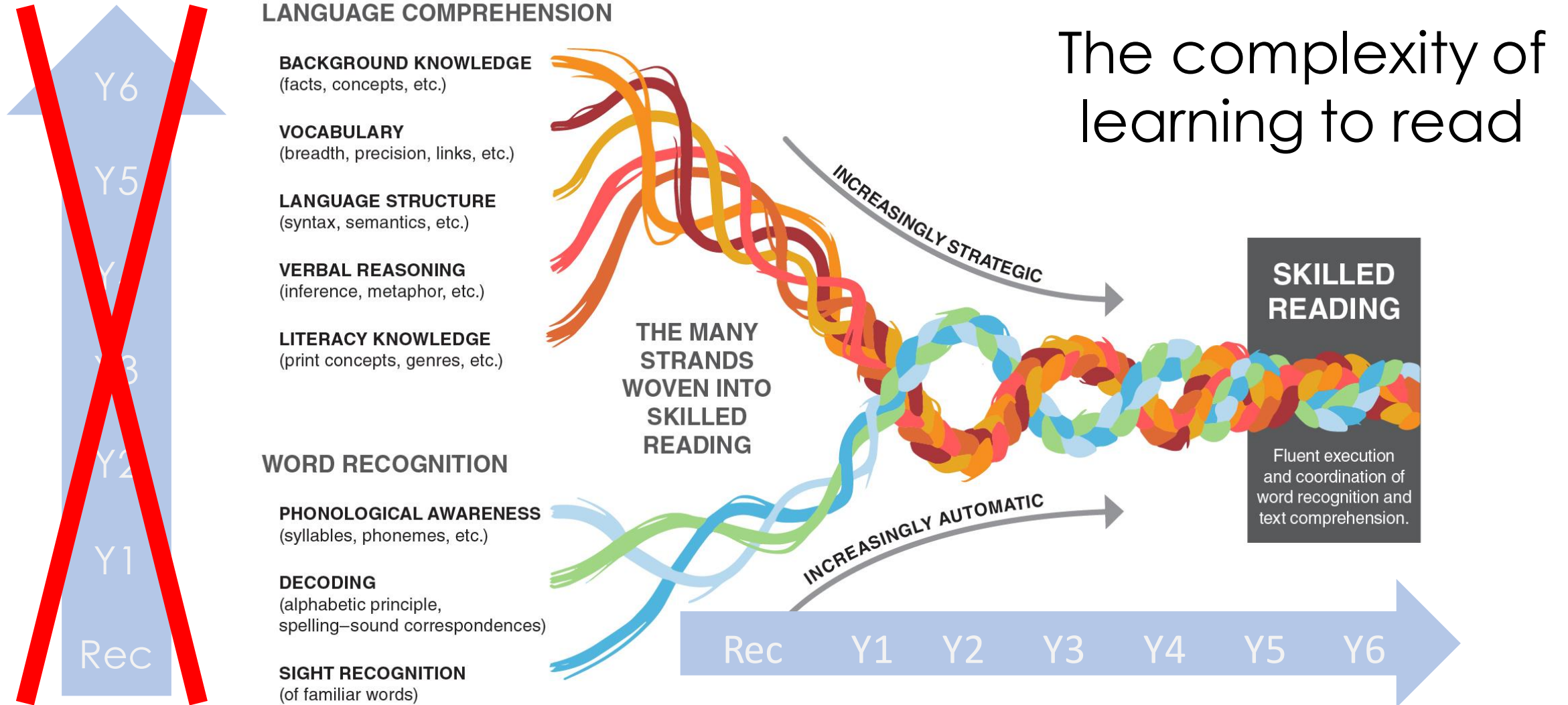
# Reading



**CANN HALL**  
PRIMARY SCHOOL

at Cann Hall Primary School

# Scarborough's Reading Rope



# Our text choices

Texts that explore themes in current affairs

Widely celebrated, age-related literature

Texts that celebrate diverse cultures & global communities

Texts that strengthen cross-curricular knowledge

Texts that foster empathy & compassion

Texts that extend children's vocabulary

Texts that celebrate our school values

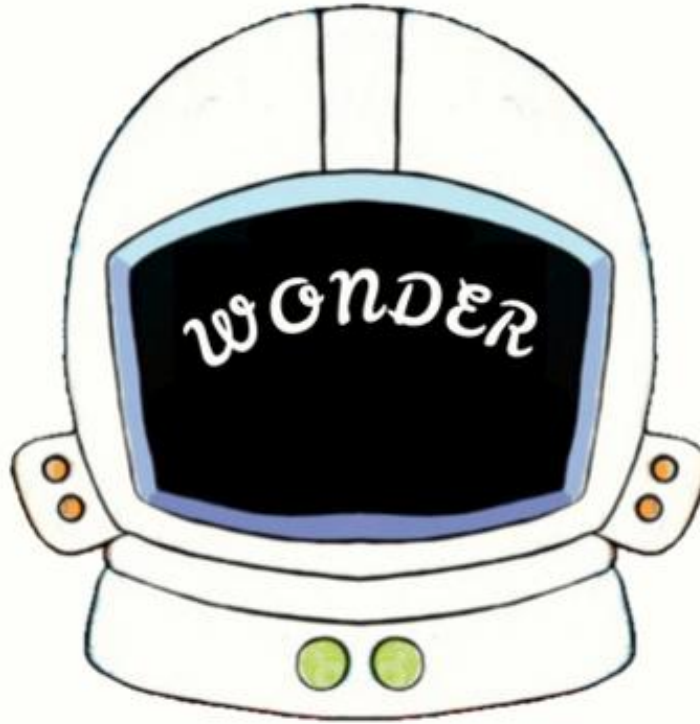
Texts that respond to child or class-specific needs

Texts that provide the best examples of a given genre

Texts that elicit a strong response – curiosity, anger, excitement, laughter

Texts that help children connect with who they are

Help children to understand the lives of people whose experiences and perspectives may be different from their own



# Reading genre overview

We would like children to experience a wide range of genres as they go through their reading journey at school.

Below are types of texts that could be used:

Types of texts that will be encountered			
Picture books	Newspaper reports	Autobiographies	Songs
Play/movie scripts	Varying poetry	Diaries	Short films
Instructional texts	Non-chronological reports	Adverts/brochures	Wordless books

# The 'three reads' model

Early reading follows a consistent structure, in which repeated readings of the same text enable children to access it at different levels.

**1. Decoding** – the first focuses on applying phonic knowledge and blending to decode the words on the page. Books are only read that can be decoded with 90% fluency.

**2. Prosody** – the second, once children are familiar with the text, is about reading with meaning, appropriate stress, expression and intonation. Adult modelling is vital for children to understand prosodic reading.

**3. Comprehension** – the third, encountering a now very familiar text, approaches it with deeper comprehension in mind, questioning the children about what they are reading, now that they are decoding with automaticity. VIPERS are used as a guide for planning.

# Reading in EYFS + Year 1

	Reading Practise Sessions (RPS)	Keep-up phonics and reading	Reading at home
What it looks like	<ul style="list-style-type: none"><li>Trained adult led group sessions around phonics matched decodable texts.</li><li>Each RPS starts with a brief, pacey revisit and review (revising graphemes, tricky words and unfamiliar word meanings), then practises the reading skill (decoding, prosody, comprehension), then a brief review of any misconceptions.</li><li>Children read independently, with an adult 'tapping-in' to offer support, address misconceptions and check on progress.</li><li>95% fluency ensured through careful text choices.</li></ul>	<ul style="list-style-type: none"><li>Every six weeks children are assessed in phonics.</li><li>Combined with ongoing teacher assessment of children's phonics and reading.</li><li>Children flagged will be included in additional phonics teaching by a trained assistant.</li></ul>	<ul style="list-style-type: none"><li>Children take home books that are matched decodable texts.</li><li>Children take other, high quality books home to share for enjoyment.</li></ul>

# Year 2 – Year 6 Reading Sequence

Day 1	Day 2	Day 3	Day 4
Fluency	Fluency (skills practice – modelled)	Fluency (skills practice – modelled)	Fluency, (independent practice)
Children below ARE – matched phonics book fluency	Children below ARE – Read for fluency with the class followed by matched phonics RPS group	Children below ARE – Read for fluency with the class followed by matched phonics RPS group	Children below ARE – Read for fluency with the class followed by matched phonics RPS group
A class novel is read for at least 30 minutes at other times each day, alongside other stories.			

# Day 1 – introducing the text

The initial reading session of the week is about hearing the text read fluently, with expression, at length. The children are not expected to begin analysing in depth as it is read. Although teachers will use questioning and assessment for learning to ensure children are following, the text is given time to breathe.

## **Aims:**

- Teachers model role of 'expert reader', narrating their thoughts about the text.
- Building excitement and intrigue
- Opportunities for children to read and narrate their thoughts.
- What is the purpose, audience and viewpoint (PAV)?
- Why will we read this text differently to others?
- Opportunities for choral reading and echo reading.
- Teachers and children share initial thoughts, feelings and responses to the text.

## **Fluency strategies:**

Choral Reading (read altogether as a class)

Silent Reading (read silently to yourself)

Synchronous Paired Reading (read in pairs, person on right in control, knock for independence or for support, change control at the dotted line)

Echo Reading (repeat the sentence after the teacher)

Speed Reading (how many words can you read in a minute? Aim for year group specific target number).



# Teaching and practising the skill

In midweek lessons, children are given opportunities to explore and analyse day 1 text in greater depth, around the VIPERS reading domains.

Planning and teaching is scaffolded to ensure all children are achieving excellent outcomes.

Throughout these lessons, teachers continue to model the reading skills, using echo and choral reading, with reading out loud being a core component.

Children continue to have opportunities to work with partners or as a group, alongside recording their own responses in their reading books.

Following sessions of scaffolded practice, children will have opportunities to practise the focus in context.

# Example Opportunities for Practice

## **Day 2:**

- Read text for fluency
- Introduce the skill and co-construct success criteria.
- Teacher model.

## **Day 3:**

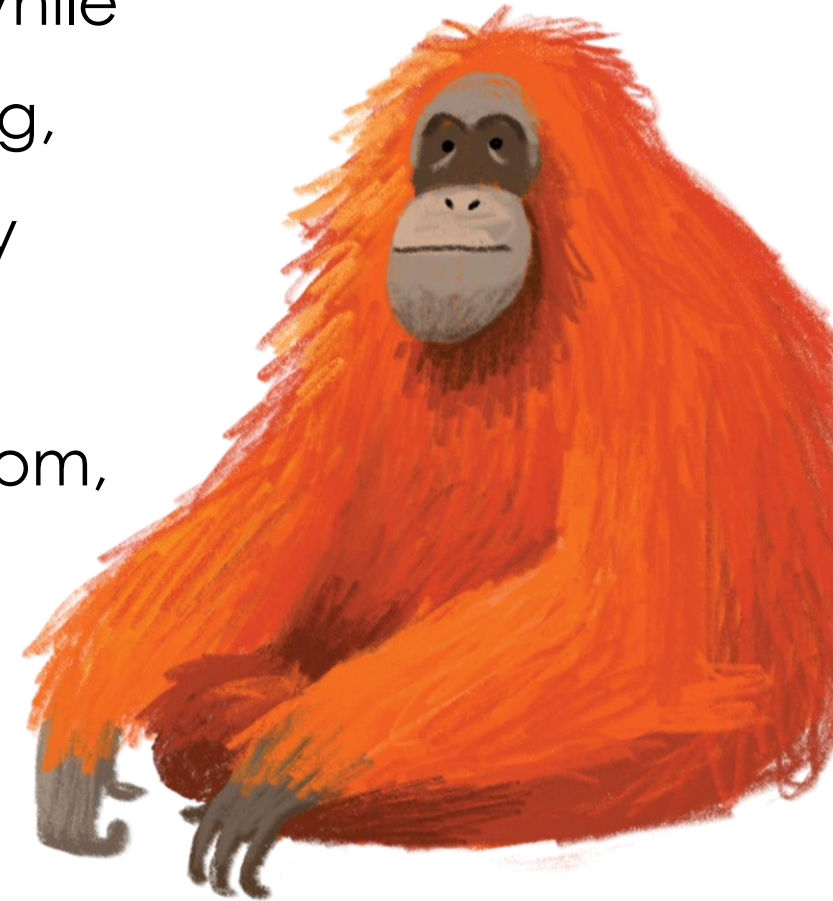
- Read text for fluency.
- Shared practice of skill. Children coaching teacher.
- Peer practice of skill in context (question and answer).
- Opportunities for practicing – written question and answer, discussion etc.

## **Day 4:**

- Read text for fluency.
- Scaffolded independent practice.
- Scaffolding examples – oral rehearsal, multiple choice answers, cloze procedure, mixed ability pairs etc.

# Recording reading time: values

Our aim is to support and empower children to record their learning independently, taking pride in their exercise books while fostering agency. We believe that note-taking, jotting, mind-mapping and the recording of ideas are highly valuable skills. When given a thoughtfully-planned balance of routine, scaffold, expectation and freedom, children are enabled to achieve high-quality content and presentation in their outcomes, while taking ownership and pride in their exercise books.



# Book Corners

Our brilliant book corners create an inspirational focal point in every classroom at Cann Hall. They provide an inviting space for children to select quality texts, read for pleasure and recommend books to their peers.

Teachers bring their own creative flair when designing their book corner, adding a theme, their own furniture, fairy lights or ornaments.

Consistency is maintained though high expectations and inclusion of requirements from our checklist, which guides monitoring.

## Book Corner Checklist

- Books categorised by fiction, non-fiction, poetry and kept in excellent order.
- Books on display, showing cover art.
- Questions about reading and responses from children on display.
- Photos of the current children enjoying reading books.
- Comfy seating and cushions.
- A rug to relax on.
- An actively used book recommendation/review system.
- An author focus or book(s) of the week, highlighting books and changing regularly.



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# Reading for pleasure – Teachers as readers

Reading for pleasure is a skill that children need to see modelled by the adults in their class. We firmly believe that opportunities to listen to high quality texts read by teachers in an engaging manner benefits children's understanding of the world, helps to contextualise global issues and promotes a love of reading.

We expect:

- Dedicated time for a class text to enjoy (minimum of 30 minutes a day – this could be spread across the day in three 10 minute reads, for example).
- Teachers to address unfamiliar vocabulary and discuss meaning.
- Teachers to allow time for discussion of themes that arise within the text.
- Children to actively listen and engage with the reading.



# Reading for pleasure – Children as readers

- All adults in school model a love of reading
- DEAR time during the school day – opportunity for adults to listen to children read
- World Book Day and dress up as an author/favourite book
- Author visits
- Book fayres
- Library visits
- Museum story telling opportunities
- Children encouraged to read during break and lunch time
- Children borrowing books to read at home
- Book recommendations by children and teachers
- Lots of talk about books and reading habits
- Book areas encourage a love of reading, with a range of texts that are regularly refreshed



# Phonics assessment

## **Reception and Y1:**

Children who are identified on the day (through formative assessment) as needing support with phonics are provided with immediate additional interventions – a 'keep up, not catch up' approach. Phonics assessment every six weeks (summative, 'assessment week') through Little Wandle assessment tool, generates data that English leads and EYFS/1/2 can use to identify trends around PP children, summer born, gender gaps etc.

## **Baselining:**

Children joining late will be immediately assessed for their phonics proficiency and are included in appropriate interventions.



# Reading assessment

**Formative assessment:** Ongoing assessment for learning during whole class reading, to assess children's oral and written responses. Teachers monitor children's responses in reading books/reading activities. To check children's ability to apply reading skills, children complete short decontextualised activities based on them.

**Termly/Half-Termly assessment:** In Years 2 - 6, at the end of each term (increasing frequency to half-termly in the Spring term), reading time includes independent reading comprehension assessments (e.g. using previous years' SATs assessment materials) to: review the term's learning; assess who is on track; inform subsequent planning; inform CPD needs; to monitor the impact of the teaching of reading.

**Termly summative assessment:** KS1 & KS2 Autumn, Spring and Summer all children are assessed against the Compass Assessment and Progression Framework. Teachers and literacy leads monitor reading through discussions with one another, lesson dips and through the use of pupil voice.

**Year 2 and 6:** Regularly use Compass assessment grid to assess progress towards end of key stage goals.

# Interventions

Children are identified through ongoing formative and regular summative assessments. Specific interventions are implemented.

CPD is provided for LSAs implementing interventions and teachers and senior leaders support and monitor interventions.

Given its importance, phonics training is given to the whole school staff, including learning support assistants, so that every adult is confident and capable of support children through phonics.

Example of interventions include: NELI, WELCOMM, targeted phonics support, and additional one-to-one and paired reading.

<b>T</b> iming	Intervention sessions are often brief (e.g. 15–60 mins) and regular (e.g. 2–5 per week).
<b>A</b> ssessment	Assessments are used to identify pupils, guide areas of focus and to track pupil progress.
<b>R</b> esourcing	The intervention has structured supporting resources and lesson plans, with clear objectives and possibly a delivery script.
<b>G</b> ive it time	Careful timetabling is in place to enable consistent delivery. Sessions are typically maintained over a sustained period (e.g. 8–20 weeks).
<b>E</b> xpert delivery	Interventions are delivered by a qualified teacher, or if they are unavailable, a trained teaching assistant. The intervention programme is followed precisely and suggested delivery protocols are followed.
<b>T</b> eacher links	If not delivered by the classroom teacher, the intervention deliverer and the teacher/s communicate regularly and make appropriate connections between out-of-class learning and classroom teaching.

# Interventions – Bottom 20%

Bottom 20% in KS2 – children receive daily phonics as the rest of the class engage with whole class reading.

They will engage with the reading for fluency of the high quality text to broaden their vocabulary and their contextual understanding. After this, they focus on a phonetically matched book, reading for fluency until they are confident with the text. Once they are, the children will practice a reading specific skill using the phonetically matched text.

Outside of reading sessions, they will receive directed and targeted group sessions focusing on the phase they are working at. They are also daily readers in all classes.

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