

Reading - Windmill Primary School

At Windmill Primary School, we are committed not only to ensuring that children are equipped with the skills to read fluently and comprehend texts, but also to ensuring that children develop a love of reading that will give them the foundation they need to become lifelong readers. We recognise the interrelated nature of literary skills, and therefore make sure that high quality fiction is central to our Literacy provision as we understand the positive impact that reading has on not only Reading attainment, but attainment across the curriculum and the social and emotional development of children more generally.

Implementation

Reading fluency and comprehension skills are embedded through discrete whole class Reading lessons and through frequent opportunities to utilise the reading skills children have learned in these lessons across the curriculum, thus further consolidating them.

In whole class Reading lessons, which take place from year 2 (once children have completed phonics) to year 6 are the primary method of explicit Reading provision in Key Stage 2, dialogic teaching is central to our approach. High quality and ambitious texts and extracts are shared as a class, and the skills needed to comprehend these texts are developed first through discussion as a class and verbal modelling of these skills by the teacher, and are then embedded through written and talk activities using highly quality questioning. This builds the important skill of turn taking and allows children to look deeper. Teachers plan in questioning to their reading time to provide a rich talk environment. An extract is repeated to build upon fluency for all children. Therefore, reading is evidenced both through planning and opportunities to do written tasks. Furthermore, in order to complement learning during Reading lessons, opportunities to use these skills in other lessons are actively sought.

To support reading for pleasure outside of Reading lessons, each

class has a class book that is shared and enjoyed together most days (year reception use picture books and year 1 begin their class book in term 2 after implementing reading time before the end of the day) and each year group has a reading scheme that rewards children for their reading at home, thereby giving motivation to more reluctant readers and making the reading habits of all children more explicit (see reading for pleasure policy).

Within both key stages, the key reading skills that we seek to develop can be summarised in the following way:

- Vocabulary
- Inference
- Prediction
- Explanation
- Retrieval
- Sequencing or summarising

KSI Objectives

Year 1 objectives relating to reading:

- apply phonic knowledge and skills as the route to decode and blend words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- reread these books to build up their fluency and confidence in word reading
- develop pleasure in reading, motivation to read, vocabulary and understanding
- understand both the books they can already read accurately and fluently and those they listen to.
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

Year 2 objectives relating to reading:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising

alternative sounds for graphemes

- *read accurately words of two or more syllables that contain the same graphemes as above*
- *read words containing common suffixes*
- *read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word*
- *read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered*
- *read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation*
- *reread these books to build up their fluency and confidence in word reading*
- *develop pleasure in reading, motivation to read, vocabulary and understanding*
- *understand both the books that they can already read accurately and fluently and those that they listen to.*
- *participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say*
- *apply and develop skill of inference*
- *explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.*

KS2 Objectives

The reading skills developed in Key Stage 2 build directly on those developed in Key Stage 1.

Year 3 and 4 objectives related to reading:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- develop positive attitudes to reading, and an understanding of what they read, by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader's interest and imagination

- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than 1 paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Year 5 and 6 objectives related to reading:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
- maintain positive attitudes to reading and an understanding of

what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their 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
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied

- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Our aims, in keeping with the aims of the National Curriculum, are to ensure that all children, by the end of Key Stage 2, can read fluently and with good understanding, have developed the habit of reading for both pleasure and information, have acquired a wide vocabulary, can appreciate literature, and can engage in discussions about texts, explaining their ideas clearly and articulately.

Impact -

Each stage of a child's journey of learning to read, from Key Stage 1 through to the end of Key Stage 2, progressively builds on the

skills they have previously learned, with the foundations of reading fluency laid in Key Stage 1 enabling children to access texts and develop their ability to make inferences from texts in Lower Key Stage 2 and then comment on and evaluate the impact of language in Upper Key Stage 2. Termly summative assessments allow teachers to measure the progress pupils are making and expose any barriers to continuing this learning journey that can be supported through both first quality teaching and interventions.

Interventions

Our interventions follow the direction of the initial RWI programme used at the beginning of school. Children in year 3 have RWI Phonics Tutoring to match their level. Children in year 4 to 6 are in Fresh Start intervention groups. This is also used alongside Toe by Toe, CODE and comprehension groups that are created to match children's specific needs when it is evident that phonics may not be allowing the clear progress.

Some useful websites!

<https://www.getepic.com/>

<https://schoolreadinglist.co.uk/>

<https://www.bbc.co.uk/bitesize/topics/zs44jxs>