Leckhampton
C of E Primary School

# Reading at Leckhampton C of E Primary School

## Introduction

At Leckhampton C of E Primary School, reading is at the heart of all children's learning. We are deeply committed to developing a love of reading and our children have access to a range of texts, which have been carefully planned across the years. Our reading books are a key driver for developing cultural capital and we introduce children to communities and experiences, which broaden and deepen their understanding of the world, whilst providing children with the opportunities to develop their reading and comprehension skills. Children hear teachers read every day, in all year groups and children read to others – reading is part of each school day and we love it!

## Phonics Scheme and Teaching

Our school has chosen Little Wandle Letters and Sounds Revised as our systematic synthetic phonics (SSP) programme to teach early reading and spelling. Children in Reception and Year 1 have a daily phonics lessons. Children are taught 4 new grapheme phoneme correspondences (GPCs) per week and have a review lesson each Friday.

Knowing a GPC means being able to match a phoneme (sound) to a grapheme (written representation) and vice versa. The children also learn a series of 'tricky words'. Tricky words are those words that cannot be sounded out using phonemes. Teachers timetable specific weeks where children are given time to practice and consolidate what has been taught so far. We assess the children every six weeks to check progress.

## Rapid Catch Up / Keep Up

Any child in Reception or Year 1 who needs extra support will have additional keep-up sessions planned for them whilst still on the Little Wandle scheme. If Year 2 and KS2 teachers assess that children have a continuing need to revisit phonics, they will access a rapid catch up or fluency programme (depending on need). We assess the children every four weeks to check progress.

## Reading Scheme and Books

We use the Little Wandle Letters and Sounds revised scheme to start children off on their reading journey. Teachers use these fully decodable books, aligned to our Phonics Scheme Little Wandle - Letters and Sounds revised, to teach children the building blocks of reading. Children will take their reading book home after a week of reading it in school. We quickly identify children who need additional support in phonics and ensure that a planned programme is put in place to help them keep up. Children transition to Little Wandle Fluency books throughout Year 2 and 3 and by the time most children reach Year 4/5, they are ready to access rich texts as part of whole class reading. Teachers carefully transition pupils into whole class reading and ensure that they are ready for this next importance stage in their learning.

The reading scheme texts are supported by the use of carefully chosen class texts, which reflect themes and plots being taught as part of the writing curriculum.

## Reading Interviews

When learning to read, children need to practice and put their newly acquired phonic knowledge to the test. In order to do this, teachers and teaching partners conduct reading interviews, which enable staff to assess what children know and where they need to go next. This is what has been traditionally referred to as "hearing readers"; however, the process is much more in depth than just hearing a child read.

Alongside Reading Interviews and any planned intervention programmes, teachers and teaching partners prioritise regular individual reading opportunities for pupils requiring additional support. Frequent reading with an adult enables staff to monitor progress closely, strengthen fluency, accuracy and comprehension, and ensure that pupils receive timely support to help them keep pace with their peers.

## Reading for Pleasure

Reading for Pleasure is promoted throughout the school day as part of our wider curriculum offer. Children have opportunities to enjoy books and other reading materials at appropriate moments throughout the day, with books readily available in classrooms. Children also have access to the school library at lunchtime, which is supported by our dedicated Year 5 Junior Librarians. We further nurture a love of reading through opportunities such as visits to the Cheltenham Literature Festival, helping children to discover new authors, explore different genres and experience the enjoyment that reading can bring.

## Reading Friends and Teacher Stories

Reading Friends takes place every half-term, bringing children together from different year groups to share books, enjoy stories and develop positive relationships across the school. These special sessions foster a sense of belonging within our school family and celebrate the enjoyment that reading together can bring.

Throughout the year, we also hold Teacher Stories sessions, including special occasions such as World Book Day. Teachers share stories with children from other classes, introducing them to new books, authors and storytelling experiences while inspiring a love of reading across the whole school.

## Reading at Home

Parents can have a huge impact on their child's reading journey by continuing their practice at home.

Children in Reception, Year 1 and Year 2 take two reading books home.

1. A reading practice book

These decodable books have been carefully matched to the child's current reading level. By the time the book comes home to families, children will have accessed the text at least twice in the classroom and we would expect them to be able to read the book with relative ease. This is best practice and ensures that children are building strong foundations for future learning.

2. A sharing book

To help children become lifelong readers, it is important that they have time to read for pleasure. The sharing book is a book a child will have chosen to enjoy with an adult at home. We offer advice to families on how they might like to approach this task and as always, if it is tricky to fit into family life, please let us know.

Children in Years 3 to 6 may continue to take home a reading scheme book to support their reading development or may utilise texts from a reading scheme designed for older children. When they are ready, children move away from the reading scheme and select books of their choice, supported by the class teacher. Children often bring in books from home; however, our school library is available for all pupils.

## My Home Reading Record

Reading records will be a journal of the child's reading at home. Teachers will not write in reading records; however, KS1 teachers will take them in to read comments written by parents as part of the reading session. In KS2, reading records will be checked weekly. If parents raise concerns through the reading records teachers will contact the parents directly for a further discussion. Recommended reading lists will be issued to parents at the start of the year for Year 3-6 should parents wish to further develop reading at home.

## Planning

Teachers use the National Curriculum Programmes of Study and KPI's from the school's assessment system to plan sequences of lessons in reading, in line with our long-term curricular intent. Clear short/medium term plans are created by teachers, which clearly identify the learning outcome and relevant tasks. Planning is monitored and evaluated by the English Subject Team, supported by the English Lead Governor.

## Assessment

Teachers record pupil attainment and progress using our online system Insight and the Little Wandle Assessment Tracker. We use NFER Reading tests as a means of supporting teacher judgement 3 times a year; however, ongoing assessments take place to ensure that children are meeting the KPI's for each year group. Our assessment tools enable teachers to track both individual and group gaps in learning and to plan interventions through their termly action plans. They also inform reading levels and next steps to ensure children are on track. Regular year group and phase moderation takes place to ensure consistency in teacher judgements across the school.

### Technology

Technology is used across the school to enhance reading experiences and remove barriers to learning. Digital platforms such as Gigglets allow pupils to listen to and follow texts, supporting fluency, prosody and comprehension whilst providing access to more challenging literature. Reading pens help pupils access printed texts independently by reading scanned text aloud. Audiobooks are used to immerse pupils in high-quality texts, model expressive reading and ensure all children can engage with class novels. Kindles and other e-reading platforms provide access to a wider range of books and accessibility features, helping to promote reading for pleasure and support individual reading needs.

## Reading across the year groups

Reading Practice in Reception

Children work with the Teacher and Teaching Partner during Reading Practice sessions. When not working with an adult, the children are engaged in continuous provision, which includes phonics and reading activities at an appropriate level, and reading for pleasure when children have the freedom to enjoy books of their own choice.

Reading Practice in Year 1, Year 2 and Year 3

Children work with the Teacher and Teaching Partner during Reading Practice sessions. When not working with an adult, the children are involved in learning tasks, which develop and deepen key reading skills.

Whole Class Reading Year 4, 5 and 6

In Year 4, children continue to work with the Teacher and Teaching Partner during Reading Practice sessions. When not working with an adult, the children are involved in learning tasks, which develop and deepen key reading skills.

Generally, by the end of the Spring term, when the teacher feels the children's fluency is secure, they will move to working with a whole class text. Teachers ensure that pupils who require specific support receive the necessary interventions to enable them to catch up.

In Years 5 and 6, reading should be taught daily for 30 minutes. Lessons include extended whole-class extracts from the class novel for the term, with shorter episodes of questioning. These extended reads focus on developing pupils' understanding of authorial intent, and fluency through accuracy, automaticity and prosody.

Throughout the term, teachers will also ensure pupils encounter additional text types beyond the main novel and reading spine. This may be a shorter extract, a poem or a non-fiction text linked to the current writing unit or wider curriculum topic. These sessions should continue to strengthen pupils' comprehension skills and broaden their experience of different forms of writing.

Teachers in Years 5 and 6 have the flexibility to adapt their sessions in line with the class text and learning focus, with a clear rationale and learning outcomes shown in their planning.

**Reading Spine (Years 4-6)**

Our Year 4-6 Reading Spine has been carefully designed to provide a rich, diverse and progressive reading experience through high-quality whole-class texts. When pupils are ready to move beyond Reading Practice and engage with whole-class novels, the Reading Spine supports the delivery of our wider curriculum while broadening pupils' knowledge, vocabulary and understanding of different cultures, experiences and perspectives.

The English Leadership Team regularly reviews and refines the Reading Spine, drawing upon teacher voice, pupil voice, current educational research and curriculum developments to ensure that texts remain engaging, relevant and of the highest quality. This enables us to deliver our curriculum through carefully selected novels, poetry and non-fiction texts that reflect both our curricular intent and the needs of our pupils.

Whilst the Reading Spine provides a carefully considered progression of texts, teachers retain professional discretion to select suitable alternatives where appropriate to meet the needs and interests of their classes.

We also work closely with the Reading Teachers = Reading Pupils community and wider literacy networks to stay informed about emerging authors, new releases and recommended texts, ensuring our Reading Spine remains current, aspirational and responsive to developments in children's literature.

## Reading Practice Sessions

Children in Reception, Year 1 and Year 2 take part in Reading Practice Sessions formerly known as Guided Reading. Reading Practice Sessions are:

- Timetabled 2 - 3 times a week
- Taught by a Teacher or Teaching Partner
- Taught in small groups

The children read the same book twice a week and is some cases three times per week. The first time we work on decoding (sounding out) the words and the second time we focus on prosody (which is reading with expression and making the book sound more interesting with our storyteller voice). We also focus on comprehension during this second and possible third session. We read the book two/three times in school because we want to develop fluency. The more children see words, the more they begin to read them automatically without having to sound them out.

Children in Years 3 and 4 also take part in Reading Practice Sessions, which link to our reading KPIs.

| Objectives<br><br>**Word Reading:**<br>• Apply phonic knowledge to decode.<br>• Read common exception words.<br>• Read words with contractions and understand role of apostrophe.<br>• Respond with correct sound to graphemes for all 40+ phonemes.<br>• Read words containing taught GPCs and –s, -es, -ing, -ed, -er, and –est endings.<br>• Read aloud accurately books that are consistent with taught phonic knowledge and re-read to build fluency.<br>• Blend sounds in unfamiliar words containing GPCs already taught.<br>• Read other words of more than one syllable. | **Reading Comprehension:**<br>• Listen to a wide range of challenging stories, poems and non-fiction.<br>• Discuss these and make links to own experiences drawing on what they know<br>• Become familiar with and retell key stories, fairy stories and traditional tales<br>• Join in with predictable phrases.<br>• Recite some poems/rhymes by heart.<br>• Discuss meanings of new words/vocab provided.<br>• Self-check to make sure text makes sense.<br>• Discuss significance or titles/events.<br>• Predict and infer based on what they know and the text.<br>• Take turns to explain their understanding.<br>• Retrieve and record information from non-fiction.<br>• Take turns in high-quality discussions about what they have heard/read. |
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| | Monday | Tuesday | Wednesday | Thursday | Friday |
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| **Group 1**<br>Working Towards<br>Phase/Band:<br><br>Text: | Reading Practice 1 – Decoding (Adult Led): | Reading Related Task: | Reading Practice 2 – Prosody and Comprehension (Adult Led): | Reading Related Task: | Reading for Pleasure:<br>Book-banded books/library |
| **Group 2**<br>Just At Expected<br>Phase/Band:<br><br>Text: | Reading Practice 1 – Decoding (Adult Led): | Reading Related Task: | Reading for Pleasure:<br>Book-banded books/library | Reading Practice 2 – Prosody and Comprehension (Adult Led): | Reading Related Task: |
| **Group 3**<br>At Expected<br>Phase/Band:<br><br>Text: | Reading for Pleasure<br>Book-banded books/library | Reading Practice 1 – Decoding (Adult Led): | Reading Related Task: | Reading Practice 2 – Prosody and Comprehension (Adult Led): | Reading Related Task: |
| **Group 4**<br>Just Above<br>Expected<br>Phase/Band:<br>Text: | Reading Related Task: | Reading for Pleasure:<br>Book-banded books/library | Reading Practice 1 – Decoding (Adult Led): | Reading Related Task: | Reading Practice 2 – Prosody and Comprehension (Adult Led): |
| **Group 5**<br>Greater Depth<br>Phase/Band:<br><br>Text: | Reading Related Task: | Reading Practice 1 – Decoding (Adult Led): | Reading Related Task: | Reading for Pleasure:<br>Book-banded books/library | Reading Practice 2 – Prosody and Comprehension (Adult Led): |

## Whole Class Reading

In years 4, 5 and 6, the text chosen will be at a higher level than the independent reading and comprehension ability of the children in the class. Teachers model the reading effectively i.e. good use of intonation, movement and expression and read for most of the time during whole class reading.

Teachers may ask children to repeat key phrases or to read a section aloud to assist with the teaching of fluency. New or unfamiliar vocabulary is introduced and explicitly taught at the start of whole class reading sessions. Levels of engagement are high and this is achieved by interspersing reading with discussion and pupil tasks. The tasks relate directly to the text and are scaffolded according to need.

Teaching reflects the Teaching and Learning principle of "right question, right time". High quality questions deepen pupils' understanding of the text in terms of composition and effect and teachers model stem sentences for answering questions about the text.

| Whole Class Reading Planning Year: | | | | | |
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| Title of Book: | | | | | |
| Working at the expected standard<br>The pupil can:<br>Read age-appropriate books with confidence and fluency<br>Read aloud with intonation that shows understanding<br>Work out the meaning of words from the context<br>Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence<br>Predict what might happen from details stated and implied<br>Retrieve information from non-fiction<br>Summarise main ideas, identifying key details and using quotations for illustration<br>Evaluate how authors use language, including figurative language, considering the impact on the reader<br>Make comparisons within and across books | | | | | |
| Dis: SEND: | | | | | |
| Focus for exp:<br>Focus for GD:<br>TP Support/SEND: | | | | | |
| Day | Focus | Vocabulary | Pages Covered | Key Questions | Activities |
| Mon | | | | | |
| Tue | | | | | |
| Wed | | | | | |
| Thur | | | | | |
| Fri | | | | | |

### Whole Class Reading Lesson Structure:

This will vary from one lesson to the next depending on the focus of teacher's questioning. However, a simple lesson structure is set out below as a guide:

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| **Introduction:** | • Teach new vocabulary<br>• Teach geographical/historical contexts if necessary |
| **Read:** | • Teacher reads chosen chapter/extract modelling intonation, meaning, expression, movement and characterisation.<br>• Children follow with their own copy of the text. Children can use rulers to follow line by line.<br>• Children to repeat phrases and extracts to practice fluency. |

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| | • During the reading, teachers decide when it is the right time to ask the right question.<br>• Teachers intersperse reading with a selection of VIPER questions. |
| **After the reading**: | • Children to respond to questions with a verbal/written response. |

***Teaching Strategy - VIPERS***

Across Year 4, 5 and 6, teachers plan questions and activities related to their whole class text using **VIPERS**. VIPERS is a range of reading prompts, which support the teachers in the planning of high-quality questions to ensure that all of the main comprehension skills are covered in a single session. Alternatively, teachers can focus on one of the domains in one session, ensuring that all areas are covered over a period of time. The table below details a number of possible questions stems to aid planning.

| **Vocabulary**<br>Give/explain the meaning of the words in context. | **Infer**<br>Make inference from the text/explain and justify using evidence from the text. |
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| • What do the words ..... and …… suggest about the character, setting and mood?<br>• Which word tells you that….?<br>• Which keyword tells you about the character/setting/mood?<br>• Find one word in the text which means……<br>• Find and highlight the word that is closest in meaning to…….<br>• Find a word or phrase which shows/suggests that…… | • Find and copy a group of words which show that…<br>• How do these words make the reader feel? How does this paragraph suggest this?<br>• How do the descriptions of …… show that they are ……..<br>• How can you tell that……<br>• What impression of …… do you get from these paragraphs?<br>• What voice might these characters use?<br>• What was …. thinking when…..<br>• Who is telling the story? |
| **Predict**<br>Predict what might happen from the details stated and implied. | **Explain**<br>Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the texts. |
| • From the cover what do you think this text is going to be about?<br>• What is happening now? What happened before this? What will happen after?<br>• What does this paragraph suggest will happen next? What makes you think this?<br>• Do you think the choice of setting will influence how the plot develops?<br>Do you think… will happen? Yes, no or maybe? Explain your answer using evidence from the text | • What structures has the author used?<br>• What is the purpose of this text feature?<br>• Is the use of ….. effective?<br>• The mood of the character changes throughout the text. Find and copy the phrases which show this.<br>• What is the author's point of view?<br>• What affect does ….. have on the audience?<br>• How does the author engage the reader here?<br>• Which words and phrases did ….. effectively?<br>• Which section was the most interesting/exciting part?<br>How are these sections linked |

| **Retrieve**<br>Retrieve and record key information/key details form fiction and non-fiction. | **Summarise**<br>Summarise main ideas from more than one paragraph. |
|---|---|
| • How would you describe this story/text? What genre is it? How do you know?<br>• How did…?<br>• How often…?<br>• Who had…? Who is…? Who did….?<br>• What happened to…?<br>• What does…. do?<br>• How ….. is ……..?<br>• What can you learn from …… from this section?<br>• Give one example of…… | • Can you number these events 1-5 in the order that they happened?<br>• What happened after …….?<br>• What was the first thing that happened in the story?<br>• Can you summarise in a sentence the opening/middle/end of the story?<br>• In what order do these chapter headings come in the story? |

## Conclusion

We hope that our Reading Guidance clearly demonstrates the school's commitment to reading, as well as the systems in place to support teaching and learning in this crucial area. The English Team work closely together to monitor and evaluate reading provision across the school, ensuring that our children not only reach the highest standards but that they develop a lifelong love of books and reading.