

# Reading at Church Eaton



## Intent: What are our aims?

Our entire curriculum is designed to educate and form the whole child. We want children to have a deep understanding of their own story – to know where they have come from, what their own aspirations for the future are and what skills they will need to achieve them. We want children to leave Church Eaton understanding that:

- They are part of a small rural community with a very long and very proud history. (**Community**)
- They are also part of an enormous diverse wider world that will provide endless opportunities. (**Diversity**)
- They are equipped with a toolkit of skills which they can, regardless of their starting points, use to succeed and be the best that they can be (**Social Mobility**).

Our Reading scheme of work enables pupils to meet the end of key stage attainment targets in the National curriculum and the aims also align with those in the National curriculum. EYFS (Reception) units provide opportunities for pupils' to work towards the Development matters statements and the Early Learning Goals.

The overarching aim for English, reading and writing in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for reading aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- appreciate our rich and varied literary heritage

Teaching and learning focus on developing pupils' competence in both word building and comprehension in order to equip pupils to read across a range of genres for different purposes. Children are given a variety of experiences both in and out of the classroom to create memorable learning opportunities and to further support and develop their reading skills and love of reading

Skilled word reading involving both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words is taught through phonics. This is why phonics is emphasised in the early teaching of reading.

Comprehension skills are developed 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. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely enables pupils to develop their vocabulary, imagination and curiosity.

## Implementation: What do we teach?

### Early Years

In the early stages of learning to read, children are taught how to apply their phonic knowledge to read fully matched, phonetically decodable reading books. These are read in school in small group reading practice sessions. Sessions are approximately 15 minutes long and follow the model set out in the 'Schofield and Sims programme. Children then read the same book at home to ensure that success is shared with the family and to further support fluency. Guided reading sessions are taught in small groups of approximately 6 children. They focus on 3 main elements:

- Decoding - where the children apply their phonic skills and knowledge of graphemes that they have learned to read fully matched phonetically decodable books.
- Prosody - where children practise reading with rhythm, expression and intonation.
- Comprehension - which focuses on the children's understanding of the book and the vocabulary within it.
- Sessions in school are approximately 15 minutes long. Children then read the same book at home to ensure that success is shared with the family and to further support fluency.

### Years 1 and 2- Phonics

At Church Eaton, we believe that for all our children to become fluent readers and writers, phonics must be taught through a systematic and structured phonics programme. We use the Schofield and Sims Program to plan and provide daily engaging phonics lessons. In phonics, we teach children that the letters of the alphabet represent a different sound, that these can be used in a variety of combinations and are put together to make words. The children learn to recognise all of the different sounds and combinations that they might see when they are reading or writing. Phonics is delivered daily through short and interactive sessions which engaged and motivate the children. Our phonics lessons provide an exciting, challenging and fun environment to learn reading and spelling patterns which is essential for their early reading and writing skills.

### Guided Reading

Readers are provided with high quality, engaging and age-appropriate reading material to read and children study the same text within guided reading and writing lessons. Guided reading sessions are planned carefully to ensure that children's comprehension and higher order reading skills are developed. VIPERS is used to support our teaching. VIPERS stands for: **V**ocabulary **I**nference **P**rediction **E**xplanation **R**etrieval **S**equences or **S**ummarise. The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that we ask your child a range of questions in our reading lessons. It allows the teachers to track the types of questions that we ask and your child's responses to these which allows for targeted questioning afterwards.

### Retrieval Lessons

In addition, children take part in retrieval lessons where they learn to apply the skills that they have learnt. Children are taught how to respond to a series of prompts. The Learning Journey for the progression of retrieval skills is as follows.

Retrieve and record information / identify key details from fiction and non-fiction. Red is where it is the simple retrieval from the text and blue is where the key details are needed to understand the context with the phrase, sentence or paragraph.

1. This type of question involves lifting the correct information from the text and the answer is located next to given information within the questions. Predominately questions that use Who? What? When? Where? How? For example: Q. How far was he away from the shore? He was 3 metres away from the shore

He was 3 metres away from the shore  
 Q. How far was he away from the shore?  
 A. 3 metres

2. This type of question could involve the reader lifting information from more than one piece of information over more than one sentence.

Restlessness kept her awake in bed, staring at the slanted ceilings of her house. She counted the widening cracks....  
 Q. What has Piper been counting in the first paragraph?  
 A. Widening cracks  
 A. Widening cracks in the ceiling.

3. This type of question gives the reader multiple choice of plausible answers.

Q. Why is it important for bumblebees to leave a smelly scent on some flower?  
 Circle the answer that is correct.

So that others avoid it	Because it smells better than nectar	So others know its pollen	Because bees give flowers their scent
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4. This type of question gives the reader multiple choice of plausible answers but it is structured in a different format.

Q. Why is it important for bumblebees to leave a smelly scent on some flower? Put a cross into the correct box

So that others avoid it

Because it smells better than nectar

So others know it has pollen

Because bees give flowers their scent

5. This type of question gives the reader multiple choice of plausible answers and they have to select more than one correct answer to achieve a single mark.

Q. What ways does the text say that you can show your support to conserve bumblebee habitats?

Volunteering

Display posters

Fundraising

Become a member of the Bumblebee Conservation trust

6. This type of question gives the reader the correct information but matched incorrectly

If you find a stranded bee  near to some flowers

Place bee and nectar  give it sugar and water

7. This type of question gives events or facts from the text and the question asks the reader to sequence them correctly as they appear in the text

6 Number these facts about the life of the giant pandas cub from 1 - 5 in the order in which they happen.  
The first one has been done for you.

- A cub eats bamboo for the first time.
- A cub leaves its mother.
- A cub develops black spots.
- A cub weighs 31 to 38 kilograms.
- A cub weighs about the same as an apple.

8. This type of question goes beyond skimming and scanning techniques and requires the reader to make a connection based on their own experience. Then to retrieve the correct information.

What is Ajay doing when the post arrives?

Ajay was **just about to tuck into his tea and toast** dripping in sour rhubarb jam when there was **a loud clatter from the letter box as an important looking brown envelope landed on the mat.**

- A. Tucking into his tea and toast
- A. Having his breakfast

9. This type of question involves the reader retrieving the information and then sorting it into given headings.

	Bee Friendly	Not Bee Friendly
Lavender		
Pansy		
Herbs		

10. This type of question involves the reader retrieving the information in the first part and then deciding if it is true or false. The information in the following questions is gained through comprehension and using a process of elimination.

Information given in the text  
**Luxury flats will be built.**  
**Diggers moving in.**  
**Park is closed.**

	True	False
The Park has been <b>looked after by</b> a park warden	x	
The Park is going to be <b>replaced with a shopping centre</b>		x
Building work in the park <b>will start at the end of July</b>		x
The Park warden had <b>two weeks' notice of a park closure</b>		x

11. This type of question involves the reader comprehending a paragraph or section of the text. This is a two-mark answer so one mark awarded for a correct response in each box

Micah set the music box between them, 'Isn't it beautiful?' he said, his fingers lingering on the lid. It was decorated with a painted figure of a woman in a white silk robe. She reclined on a strip of grass, her long hair falling around her waist. At her back grew a tree full to bursting with pink blossoms that hung over her like a veil. Whoever had made the music box was a skilled artist. Piper could practically smell the flowers, each one painted in white coral and cerise.

She'd heard this type of music before and had always thought the sound was a little annoying.

She had seen contraptions like these before.

Q. Piper has mixed feelings about the music boxes. Complete the table below to show her thoughts

What Piper likes about the music box
This answer must recognise the skilful painting/painter
A. It is beautifully decorated (the writing is precise in describing the decoration of the box).
A. The art on it (true artist to create such beauty)
A. She likes the flowers (the imagery that the writer is creating tells us that it is beautifully done).
<b>Not acceptable</b> It looks nice The box is pretty It's beautiful
What Piper dislikes about the music boxes
A. The music was annoying
A. Only a person could make good music (key details needed to understand)
A. She considers them toys/contraptions
<b>Do not accept</b> That it won't sing (this is taken directly from the text) Not playing music

Finally:

Using the skeleton frames above, children are to write their own questions using a short piece of text that is given to them (sentences or a paragraph at the teacher's discretion but thinking of the length of the final outcome in the ks1 and ks2 SATS reading tests if appropriate).

- Simple questions start with Who? What? When? Where? How?
- Where there is more than one option, these must be plausible.
- You may fill in part of a question for some learners
- This could be a guided session
- Use the skeleton frames from above
- These style questions could be used to embed the sticky knowledge across the Curriculum.

#### Reading for Pleasure-

A love of reading is promoted across the school. Here are just some of the ways that we support reading lessons with lots of ways of Reading for pleasure

Reading Buddies-	Lunchtime Book Club	Reading Army-	Librarian	Library Bus	Story times	Parent morning
older children who have applied and been successful in supporting younger children	Children read to others at lunch	a team of volunteers who listen to readers	We use a school librarian to help children select books	The library bus visits the school fortnightly	The adults read stories to different classes around the school	We hold open mornings to show parents how we love reading at Church Eaton

#### Implementation: How do we ensure that knowledge and skills are progressive?

##### Nursery to Year 6

- Our Progression of skills and knowledge document shows the skills that are taught within each year group and how these skills develop year on year to ensure attainment targets are securely met by the end of each key stage. (See Website)

#### Implementation: What do Reading lessons include?

We have identified a series of Teaching and Learning Pillars which underpin all teaching and learning at Church Eaton.

Pillar	
Focused Planning	Curriculum programmes of study are developed into medium term plans which highlight learning objectives, assessment opportunities and sticky knowledge objectives designed to help pupils remember long term content.
Quality First Teaching	Lessons incorporate a range of teaching strategies from independent tasks, paired and group work. All lessons follow the 7 pat lesson plan
Effective Target Setting through Meaningful Assessment	Individual and class strengths and areas for development are identified and used to inform future planning and interventions. Assessment sheets are used to track whether children achieve Learning Objectives and Cornerstones is used to collate information to enable subject leads to ascertain the number of children in line to achieve national expected standards.
Targeted Interventions	Staff Solution Circles are used to support data analysis and identify what support children will need and how this can be achieved. This is supported by Raising Achievement and Progress Meetings that are held once every twelve weeks. Children who are requiring additional support receive one to one and group interventions based on data.

Purposeful Learning Environment	Reading is celebrated with displays in and out of the classroom, and on social media. Learning resources and visual prompts are easily accessible to enable children to work independently and shared displays are used to celebrate final products and parent engagement days. Regular access to alternative learning spaces e.g., library, hall, outside to enhance the learning experience is also explored
Extended Curriculum	Children are given the opportunity to attend the library weekly and work alongside a Librarian. Reading lies at the heart of the school curriculum meaning that opportunities to improve reading are explored across the entire school day. For example, attending the mobile library weekly.
Reading at the core	Children are provided with reading resources at an appropriate level to support their learning. They are provided with opportunities to borrow books on from the school library and library bus to supplement their knowledge and interest.

### **Impact: What will our children have learnt from our Reading Curriculum?**

Through our carefully planned and sequenced curriculum we work to develop learners, from their individual starting points who are:

Community Builders who are aware that they are part of a small rural community with a very long and very proud history and can use this sense of community spirit to work collaboratively with others for the common good.

Clear Communicators who are literate and numerate in all contexts and aware that they are part of an enormous diverse wider world that will provide endless opportunities for them to apply these skills.

Successful learners who are equipped with a toolkit of skills which they can, regardless of their starting points, use to succeed and be the best that they can be (social mobility).

### **Impact: How do we track progress?**

Reading assessment is ongoing and addresses misconceptions, provides further opportunities to consolidate skills if necessary and to move learning forward. Formal assessments occur at the end of each term through the NFER standardised tests. Analysis of these tests takes place so that gaps within learning are identified and then teaching is adapted accordingly. The subject leader for Reading works closely with Senior leaders to monitor teaching and learning in reading. Monitoring in this subject includes: pupil voice capture, book scrutiny, learning walks, planning scrutiny and lesson observations. Bespoke support and challenge are provided for practitioners as a result of monitoring. Moderation takes place across the year group, phase(s) and across the school to ensure consistency and progression.