

Reading at Scott Broadwood

Intent: Our Vision

Our inspiring and exciting Reading curriculum here at Scott Broadwood enables our children to be avid readers who read fluently and widely and are able to express preferences and opinions confidently. We want the children to read for pleasure, having had access to a wide range of text types, genres and authors in order for them to make informed opinions about their favourites. We recognise that children need to be introduced to and develop decoding and fluency skills in order for them to become confident readers. At the same time, we will develop a love of the written word and understand that reading and writing skills go hand in hand.

Implementation: How we plan for reading

Phonics and early reading

Children begin their reading journey at Scott Broadwood through engaging in the rigorous Monster Phonics programme. They receive daily phonics sessions from Reception until the end of key stage 1, and are regularly assessed. This assessment supports key decision making regarding phonics groupings, which are reviewed regularly and children are given targeted support where necessary.

Monster Phonics helps children to learn and recall spellings by using colour. Each sound and colour is represented by a monster that makes that sound. This brings phonics to life and makes it highly engaging.

Each phonics lesson is structured in four parts:

- 1 – A review of previously learnt sounds
- 2 – An introductory PowerPoint to introduce each new sound and to bring it to life.
- 3 – The hook – this may be a video, song or story.
- 4 – An activity linked to the sound

To support learning to read, we provide children with decodable reading books which are matched to our phonics programme and the grapheme-phoneme correspondences the children are learning. Children gain a cumulative progression in phonics knowledge. To provide children with a breadth of reading opportunities we use a range of engaging texts in order to further promote reading. These are book banded into coloured levels to provide progression linked to their phonics stage. Once a week, each class visits the library to choose a book to read for pleasure and engage children in developing a love of reading. This can be taken home and returned/changed the following week.

KS1 Daily Reading Lessons

Reading skills are taught through guided reading lessons in Year 1 and Year 2. Children will participate in whole class/group guided reading lessons where the Vipers reading skills are modelled and applied:

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence

These skills are integrated into rich discussions around high quality texts.

Reading lessons can take the form of:

- Book talk style guided reading sessions, where the emphasis in the lesson is on whole class discussion around a text or an extract.
- Lessons to unpick, discuss and practise questions.
- Independent reading opportunities where children respond to a piece of text.

In addition to daily reading and phonics lessons, children engage with a variety of high quality texts throughout the curriculum. Each class has a class reader, providing children with the opportunity to hear and enjoy an 'expert' read a book.

Additional Support

The first 20% of children that need support (lower attaining pupils) are identified through a range of assessment strategies. These children are prioritised for daily reading intervention. The first third of children that need support are identified and are a particular focus in class for the teacher and TA. The assessment strategies include PM benchmarking to assess fluency and comprehension skills (and to ensure the correct colour book band is assigned), baseline 1:1 reading, opportunities to assess in whole class reading sessions and phonics assessments in line with the Monster Phonics programme.

Home Engagement and Enrichment

Each child takes home a 'Planner,' where they are encouraged to read on a daily basis and record comments. Books sent home to read, link to the phonics sound being learnt and also to the colour book band level which the children are currently reading at. To further engage parents, we hold a reading and phonics workshop in the autumn term to teach parents how best they can support their child's early reading skills at home.

Regular reading assemblies, author days and World Book Day, further enrich our reading curriculum.

Impact: How we evaluate reading

Progress in phonics is assessed according to the Monster Phonics schedule. This is used to inform phonics groupings (where required), inform book bandings and identifies any children who are requiring intervention. Teachers or Teaching Assistants will hear all children read as part of their reading lessons or individually. Each child's progress is assessed against the end of year outcomes and termly teacher assessment judgements given. In addition to this our first third of children needing extra support are regularly benchmarked to support assessment of fluency and comprehension skills. All Year 1 children are required to take part in the statutory phonics screening check in June. To support teacher assessment judgements, identify gaps in learning and end of key stage 1 outcomes, Year 2 children sit NfER papers in the autumn term and optional SATS at the end of the key stage.

Reading is also evaluated through pupil voice and parental engagement. When a range of children were asked about reading they noted the following points:

- We get lots of chances to read at home and at school and we can ask an adult if we want to read to them.
- A good reader is someone who concentrates and is focused and feels proud of what they can achieve.
- We know that it's ok to get stuck on some words in reading because we have ways of working things out.
- We know we're doing well if we're able to work out the tricky parts of words.

- When we move on to harder books to give us a challenge, we know it is because we are getting better at reading.
- Our teachers, parents and family are very supportive when we need help, they might help us to break words down into smaller chunks.
- We have lots of words around the school and classrooms and our Monster Phonics sounds on display to help us with our reading.
- We have lots of choices of books to read in our school, library and classrooms. Having lots of choice helps us to want to be better readers.

Scott Broadwood Reading Progression of Skills

	EYFS	YEAR 1	YEAR 2
Word Reading	<p>Phonics see overview</p> <ul style="list-style-type: none"> Understand that print has meaning Print can have different purposes English text is read from left to right and from top to bottom <p>Recognise the names of the different parts of a book</p> <ul style="list-style-type: none"> Listen/engage with storybooks when adult reading aloud Respond to repetitive texts in familiar stories Begin to retell familiar stories orally using puppets/props/in role-play and drama <p>ELGS:</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words 	<p>→</p> <ul style="list-style-type: none"> Show fluency and confidence while reading familiar texts Respond quickly with the correct sound to graphemes (written letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes (e.g. English Curriculum Appendix 1) Apply phonic knowledge and skills as a route to decode words Read words of more than one syllable that contain known GPCs (e.g. cowboy, playground). Read words with common endings (e.g. -s, -es, -ing, -ed, -er and -est endings) Read Y1 common exception words (e.g. English Curriculum Appendix 1) Re-read to enhance fluency and confidence. Checking text makes sense to them as they read and correcting inaccurate reading Discuss word meaning linking new meanings to those already known Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s) (e.g. couldn't, I've) Read most of the Y1/2 word lists 	<ul style="list-style-type: none"> Read accurately most words of two or more syllables Read most common exception words Read most words containing common suffixes* See English Appendix 1 Read accurately and fluently without overt sounding out and blending e.g. over 90 words per minute Sound out most unfamiliar words without undue hesitation Check that the text makes sense to them as they read Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read the Y1/2 word lists
Locate retrieve & elaborate	<ul style="list-style-type: none"> Begin to answer simple questions about text sometimes using pictures as clues Begin to understand the difference between fiction non-fiction texts Begin to find information in non fiction texts 	<ul style="list-style-type: none"> Answer simple questions about a text e.g. about character and plot (Retrieval questions). Use contents page and glossary in non-fiction books to locate information in response to simple questions Notice when the text does not make sense and re-read to self-correct any misread words 	<ul style="list-style-type: none"> Become increasingly familiar with and able to retell a wider range of stories, fairy stories, traditional tales and poems Discuss and clarify the meanings of words, linking new meanings to known vocabulary Locate key vocabulary and specific information in fiction text to find answers to simple questions Demonstrate understanding by sequencing events in books Show how items of information are related in non-fiction texts

<p>Use Inference and deduction to make interpretations</p>	<ul style="list-style-type: none"> Begin to relate stories to own experiences When read to, begin to predict what might happen next in a story 	<ul style="list-style-type: none"> Draw on what they already know or background they have been given by the teacher. Make simple inferences from the text. Interpret character and plot more fully e.g. when there are more characters involved and events are sustained over several pages. Comment on events, characters or ideas in stories, making links to own experience supported by questioning. Predict what might happen on the basis of what has been read so far. Explain clearly their understanding of what has been read to them. 	<ul style="list-style-type: none"> Answer questions and make some inferences on the basis of what is being said and done. Begin to comment on events, characters or themes within a text Predict what might happen on the basis of what has been read so far.
<p>Understand structure, organisation and presentation</p>	<ul style="list-style-type: none"> Be able to recite simple rhymes Join in with repeated refrains in familiar stories <p>ELGS:</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Respond to repetitive texts in familiar stories Begin to retell familiar stories orally using puppets/props/in role-play and drama Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role-play 	<ul style="list-style-type: none"> Recognise that print may be located in captions, fact boxes and diagrams in non-fiction texts. Use the contents page in a non-fiction text to select which sections of read Begin to navigate around alphabetically ordered texts such as indexes, glossaries and dictionaries To recite some simple poetry by heart 	<ul style="list-style-type: none"> Become familiar with non-fiction books that are structured in different way
<p>Understands themes and conventions in texts</p>		<ul style="list-style-type: none"> Comment on the significance of the title of a book and how this relates to the text 	<ul style="list-style-type: none"> Identify the effects of different words and phrases (e.g. to create humour and atmosphere) Comment on how language is used to create effects and paint a picture
<p>Understand language techniques and style</p>	<ul style="list-style-type: none"> Begin to recognise story book language e.g. 'Once upon a time... they lived happily ever after etc' Engage in extended conversations about stories, learning new vocabulary 	<ul style="list-style-type: none"> Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognise and join in with predictable phrases and simple recurring language 	<ul style="list-style-type: none"> Recognise simple recurring literary language in stories and poetry Discuss favourite words and phrases and their effect on the reader Continuing to build a repertoire of poems learnt by heart appreciating and reciting some

	<ul style="list-style-type: none"> Understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role-play 	<ul style="list-style-type: none"> Participate in discussion about what is read to them, taking turns and listening to what other say. 	<ul style="list-style-type: none"> With appropriate intonation to make the meaning clear Show some awareness of texts being set in different times and places
Compare, contrast and evaluate texts	<ul style="list-style-type: none"> Able to talk about favourite stories 	<ul style="list-style-type: none"> Say which is their favourite story and why 	<ul style="list-style-type: none"> Choose a favourite story and explain why this is better than another