

How We Teach Reading at Martlesham Primary



Contents

Reading Intent.....	1
Reading Implementation	2
Daily Whole Class Reading Lesson Structure – Key Stage 2	3
Reading Lesson Structure – Key Stage 1 and EYFS.....	6
Phonics Lesson Structure – Key Stage 1 and EYFS	6
Impact - How We Assess Reading	6

Reading Intent

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.

National Curriculum (2014)

The 2014 National Curriculum for reading aims to ensure that:

'All children must be encouraged to read widely across both fiction, poetry, playscripts and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.'

At Martlesham Primary Academy (MPA), we recognise that reading is both a key skill within school, and a life skill to be utilised through everyday experiences and therefore high-quality literature is at the heart of all learning. We aim to improve the life chances of our children by ensuring that every child has access to quality experiences of literacy and that all staff have the knowledge and resources to support children to become fluent, confident, happy and enthusiastic readers and writers who can contribute to discussions through speaking and listening carefully. We aim to prepare children for life after school and tackle social disadvantage, planning to enhance children's cultural capital through our English lessons.

Reading Implementation

- Daily phonics for EYFS to Year 2 using Little Wandle, our chosen SSP. Some identified children will also receive daily Rapid Catch up and SEND phonics in Key Stage 2.
- Daily shared reading sessions use a high-quality whole class text which has been pre-chosen and links to the theme the children are learning about, supporting cross-curricular links. Teachers follow a set shared reading lesson structure to ensure children are taught vocabulary, fluency and comprehension.
- Each classroom has a reading area which can be used and explored by the children. This includes texts which link to the theme.
- Children complete PixL speed reads regularly, to develop fluency and reading stamina.
- Children are assessed in their fluency using the Little Wandle fluency assessment to track their progress. This begins once the children finish the Little Wandle phonics programme.
- Children are given opportunities to read to a reading volunteer each week. Children who require extra support with their reading in fluency or comprehension (lowest 20%) are prioritised in each class for this extra reading session.
- Pupils are encouraged to read widely, through our use of differing class texts, reading areas and high-quality attractive books in classrooms.
- Teachers have reading for pleasure timetabled each week.
- Teachers read aloud to their class at the end of each day using books from Pie Corbett's reading spine, as well as high-quality texts which interest the children.
- Encouragement for the use of home-school reading diary and rewarding regular reading through termly reading badges if they read three times a week at home.
- Regular parent/carer phonic sessions aimed at EYFS and KS1, to model how they can support their child with early reading.
- The library provides a quiet environment for children to develop their enjoyment of a range of reading materials and to promote care and respect for books. Year 5 children open the library up twice a week at lunchtimes for children to choose to come and read, either independently or with the Library Leaders.
- Reading shed in the playground to encourage reading for pleasure at playtimes.
- Closely matched phonics books sent home in EYFS-Year 2 and other children that need it.

- In EYFS- Year 2, children complete the Little Wandle reading scheme which supports decoding, prosody and comprehension, applying their phonics to texts.
- Participation in reading days- World Book Day.
- Extra reading enhancement takes place when possible – Year 3, 5 and 6 attending a Children's Bookshow of Michael Rosen. Year 5 and 6 had an illustrator in to teach them about the process of illustration in books.

Daily Whole Class Reading Lesson Structure – Key Stage 2

Shared Reading is an interactive **reading** experience that occurs when children join in or share the **reading** of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient **readers**, including **reading** with fluency and expression.

When does it happen?

Every day for 20 – 30 mins

How is it recorded/marked?

- Shared reading planning is recorded and saved on the shared drive each week.
- KS2 children record in their reading response book once or twice each week – this is marked by an adult and peers. The focus of shared reading sessions is the discussion and understanding of the text and not the recording of answers.

Role of additional adults

- Planned reading interventions – speed reading, phonics rapid catch up, SEND phonics – these all take place outside of the shared reading time so they children so not miss the input
- Supporting a small group of children that cannot access the main text
- Targeted therapy groups – outside of the shared reading time
- Personalised teaching for children with SEND

Expectations for Reading Response Books

- Recording in books a maximum of twice a week in Key Stage 2.
- Work can be marked by children or adult – what is important is that the answers are discussed so children receive instant feedback.
- Different styles of questions for example in how to record– this also prepares the children for test papers.

Structure of the Sessions:

Timings	Monday (class text)	Tuesday (class text)	Wednesday (short non-fiction text)	Thursday (short non-fiction or from this week's reading of class text)	Friday Fluency Development Lesson Reading for Pleasure/Book Club
5 mins	Vocabulary starter (oral) Introduce 4 key words necessary for the week	Vocabulary starter (oral) Add two more key words	Vocabulary starter (oral) Practise using the words in conversation, context provided	Vocabulary starter (oral) Explain each word to your partner with your own definition	Vocabulary starter (oral) Talk about the book using the words of the week
5 mins	Fluency <ul style="list-style-type: none"> Teacher reads a page for fluency modelling and engagement. Group fluency activity: echo read. 	Fluency <ul style="list-style-type: none"> Teacher reads a page for fluency modelling and engagement. Group fluency activity: take turns to reread in pairs 	Fluency <ul style="list-style-type: none"> Teacher reads a page for fluency modelling and engagement. Group fluency activity: choral read 	Fluency <ul style="list-style-type: none"> Teacher reads extract for fluency modelling and engagement. Group fluency activity: reread aloud to yourself 	Fluency Development Lesson This session should involve different fluency skills being practised throughout the session.
5 mins 10 mins	Comprehension <ul style="list-style-type: none"> Teacher models their comprehension of short extract. The teacher will 'think aloud' describing their understanding. They will focus on a particular strategy in their language, but not exclusively – any relevant strategies should be articulated. Children read in pairs with one or two discussion questions focused on the particular strategy modelled. Adults take guided groups. 	Comprehension <ul style="list-style-type: none"> Teacher models their comprehension of short extract. The teacher will 'think aloud' describing their understanding. They will focus on a particular strategy in their language, but not exclusively – any relevant strategies should be articulated. Children read in pairs with one or two discussion questions focused on the particular strategy modelled. Adults take guided groups. 	Comprehension <ul style="list-style-type: none"> Teacher models their comprehension of short extract. The teacher will 'think aloud' describing their understanding. They will focus on a particular strategy in their language, but not exclusively – any relevant strategies should be articulated. Children read in pairs with one or two discussion questions focused on the particular strategy modelled. Adults take guided groups. 	Comprehension <ul style="list-style-type: none"> Teacher models a written answer to a particular question type. Children work independently/ in pairs/ guided groups to answer mixed questions and record in their books. This could be from a short extract, the week's reading of class text, textbook, or assessment practice. Adults take guided groups. 	<ul style="list-style-type: none"> Children work independently / in pairs / guided groups to complete different fluency practise This is also an opportunity for good fluency to be modelled by the adults Reading for Pleasure / Book Club - Discussion surrounding the books which children are currently reading and enjoying - Giving opportunities to direct to and recommend books for each other - Reading different genres of book for the children to be exposed to - Know the books you want to promote – use the reading spine

					-Read teasers from a book to entice the children -Promote other members of staffs' recommendations
5 mins	Plenary One short activity (not necessarily recorded) to reflect on or demonstrate the strategy practised.	Plenary One short activity (not necessarily recorded) to reflect on or demonstrate the strategy practised.	Plenary One short activity (not necessarily recorded) to reflect on or demonstrate the strategy practised.	Plenary Teacher reviews one or two questions with whole class.	Plenary
Notes	Retrieval + local inference.	Global inference	predict/ summarise/ language focus/ effect on reader/ evaluate	predict/ summarise/ language focus/ effect on reader/ evaluate	

Successful Strategies

- Echo reading
- Speed reading
- Partner reading
- Choral reading
- Modelled reading – adult and peer
- Reading for enjoyment – time within your sessions to support children in reading for pleasure.
- Book Club – discussing different genres, authors, books and characters to open new interests in reading and make links between texts
- Using images with the vocabulary to support the children's recall
- Use of PIXL resources to support teaching of shared reading

Reading Lesson Structure – Key Stage 1 and EYFS

In KS1 and EYFS, the children follow the Little Wandle reading sessions three times a week, linked to their current phonics ability.

These sessions focus on a different skill each session:

- Decoding
- Prosody
- Comprehension

This takes place in a small group with an adult for 20-30 minutes.

Phonics Lesson Structure – Key Stage 1 and EYFS

The children in EYFS and KS1 who are on the Little Wandle programme for phonics follow the Little Wandle lesson structure:

- Revisit
- Review
- Practise
- Apply

These sessions happen daily for 30 minutes. The children are placed in groups which relate to their current phonics ability and this is fluid as the children are regularly assessed.

Impact - How We Assess Reading

Our aim at MPA is to ensure every child can read age-appropriate books by the end of Key Stage 2 as well as having a thirst for reading. We are continually

assessing our pupils and recording their progress. We see assessment as an integral part of the teaching process and aim to make our assessment purposeful, allowing us to adapt learning to the needs of the pupils, thus benefiting the pupils and ensuring progress. The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and the readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

Assessment is carried out on four levels:

- ✓ Formative assessments take place on a daily and weekly basis, enabling teachers to be sure children are understanding new concepts before moving on. They also inform future planning and provide support and challenge where necessary.
- ✓ Summative assessments are carried out termly in KS1 and KS2. The purpose of these assessments is to review and record the progress the pupils have made, measured against school and national targets. This is done by drawing on class records of key objectives and any supplementary notes that have been made, as well as through the use of termly PIXL tests and old SATs paper. All data is analysed by senior management, the English lead and the class teacher to support gaps analysis and progress judgements.
- ✓ Teachers formally assess pupils at four different stages throughout the year on O-Track, where they are identified as 'Working Towards', 'Expected' or 'Working at Greater Depth' for their age-related expectations. Teachers can also assess the children as working within the objectives of a prior year group if this is required.
- ✓ At the end of Key Stage 1 and Key Stage 2, each pupil's level of achievement against national standards is included as part of their annual written report.

Statutory Assessments:

Year 1: Children take part in the Phonics Screening check.

Year 2: Children are assessed in Reading as part of the end of optional Key Stage 1 SATs.

Year 6: Children are formally assessed in Reading as part of the end of Key Stage 2 SATs.