

Reading Guidance

Hampton Hargate Primary School

Introduction

Reading development is a continuous process which should build on the range of experiences and knowledge that children bring to school. Children learn best when they are actively engaged in the process of constructing meaning which is the key purpose of reading.

Teachers need to help children learn how to use a range of reading strategies and develop their ability to use the strategies in an integrated way. As children's knowledge of the alphabetic code, automatic recognition of words and awareness of punctuation increases, they will read with greater fluency, only hesitating at words which present particular challenges. The personal experiences of children, their command of language and knowledge of text, have a direct impact on comprehension and interpretation. The ability to use their increasing knowledge of grammar and text structure further enhances children's comprehension. Children need to understand the purpose of the text; explore the language and features of texts; explore themes and ideas and make connections with own experiences.

Developing an Environment for Reading

The Early Years Foundation Stage (EYFS) and Key Stage One (KS1) classroom should provide a print rich environment which motivates children to read. Children should have access to a variety of texts, including fiction, non-fiction, poetry, play scripts, environmental print, instructions and media texts that:

- reflect their needs and interests
- promote reading for different purposes
- encourage them to read for pleasure
- provide opportunities for researching and managing information
- stimulate and challenge
- enhance their experiences

In Key Stage Two (KS2) children should be given ample opportunities to research and manage information, using a range of reading material, including digital sources. They need to develop basic research skills, including the use of alphabetical order to locate information; the use of simple search engines, and be encouraged to present their findings in a variety of ways.

Thought should be given to classroom organisation during modelled, shared and guided sessions to ensure that children are seated appropriately and have easy access to resources. The emphasis should be on developing children as collaborative and independent learners.

Story Time

Children of all ages should benefit from the pure enjoyment of sharing a story. The purpose of this daily time, is to entertain, to inform, to share ideas as part of a community and to instil a love of books.

Planning for reading

Learning, teaching and assessment should be planned together as complementary aspects.

Long-term planning

Long-term plans provide a coherent overview from Reception to Year 6, enabling teachers to plan for breadth, continuity and progression throughout the school. They are organised in two documents as follows:

A Progression in Reading Knowledge and Understanding – which outlines the expected coverage for children working at expected standard for each year group in:

- **word reading**
- **comprehension**
- **understanding of the themes, conventions and content of texts**

A Progression in Reading Skills (TEXT DETECTIVES): – which outlines a range of reading skills matched to the reading bookband level of children. In children's reading books, the complexity of the alphabetic code, language, structure, themes and subject increases as children move up the bookband levels. 'Text Detectives' strategies - which are outlined in this document - are used in all teaching approaches to develop children's reading skills. These skills are cumulative and inter-linked.

Medium/short-term planning

Medium-term plans bridge the gap between the broad outline of the long-term plan and the day-to-day detail of the short-term plan and generally refer to monthly or half-termly periods. Short-term plans should take account of the children's individual needs and have enough detail to inform teachers on a daily basis. It should include the learning intentions drawn from both *Progression of Reading Knowledge and Understanding* and *Progression of Reading Skills*. It should include differentiation, assessment opportunities, make connections across and between areas of learning and an evaluation. Depending on the level of detail medium and short-term planning may be combined where appropriate.

The teacher should consider how to:

- foster children's self-esteem and self-image as readers
- plan for a breadth of reading experiences that support children at their stage of development
- plan for developing specific skills in reading to ensure progression
- make explicit links between talking, listening, reading and writing
- ensure that children understand **what** they are learning, **why** they are learning and **how** they are learning
- create a have-a-go culture where children are willing to experiment and take risks
- organise the classroom so that the layout and resources are conducive to learning
- provide opportunities for children to cooperate and work collaboratively
- provide time for children to think about, talk about and demonstrate their new learning
- observe and assess children's progress
- provide immediate and appropriate feedback

Oral Language Development

Time needs to be spent developing children's oral language and concepts to enable to make connections between their experiences and texts. Much of this development will take place through well planned play based and activity based learning. On-going and focussed observation will indicate gaps in children's knowledge, experiences and understanding.

Systematic Synthetic Phonics - A Foundation for Reading

The government report published in 2006 makes clear that:

'High-quality phonic work' should be taught systematically and discretely as the prime approach used in the teaching of early reading.

The Rose Report, March 2006

What is Synthetic Phonics?

Language is made up of words. Words are made up of sounds (phonemes). When we write, we use written symbols (graphemes) to represent the sounds. These graphemes may be single letters or combinations of letters such as *sh*, *oy* and *igh*. Once we know how these grapheme-phoneme correspondences (GPCs) work we can encode spoken words in writing for others to read, and we can decode words that others have written.

Children in the Early Years Foundation Stage – or Reception year – are taught to look at the letters from the left to right, convert them into sounds and blend (synthesise) the sounds to work out the spoken forms of the words. For example, if children see the word *hat*, they need to know what sound to say for each grapheme (/h/ - /a/ - /t/) and then to be able to blend those sounds together into a recognisable word. Once words have been read this way often enough (and this can vary from child to child), they become known and can then be read without sounding out and blending.

A Systematic Approach

Learning to read English is particularly difficult because written English uses a complex alphabetic code, which is why it needs to be taught by a systematic approach which goes from the simple to the more complex. Teachers follow the scheme *Letters and Sounds* (DfES, 2007) to ensure children learn letters and sounds systematically, in an order that will help them to read the widest range of words available. This also helps with assessment each phase of their learning.

To begin with, children focus on speaking and listening skills as they need to be able to hear and articulate sounds before they can begin to manipulate them in reading or writing. This involves activities which promote listening to instrumental sounds, body percussion, rhythm and rhyme, alliteration and voice sounds. They begin orally segmenting and blending familiar words, embedding their learning within language-rich provision and activities.

Whilst phonics starts with small units (sounds and letters), the bigger purpose of reading – that text conveys meaning - should never be overlooked. Reading with understanding (comprehension) must complement the teaching of phonics (see *Text Detectives* on pXX). Lots of opportunities should be provided for children to engage with books that fire their imagination and interest.

A Dyslexia Friendly School

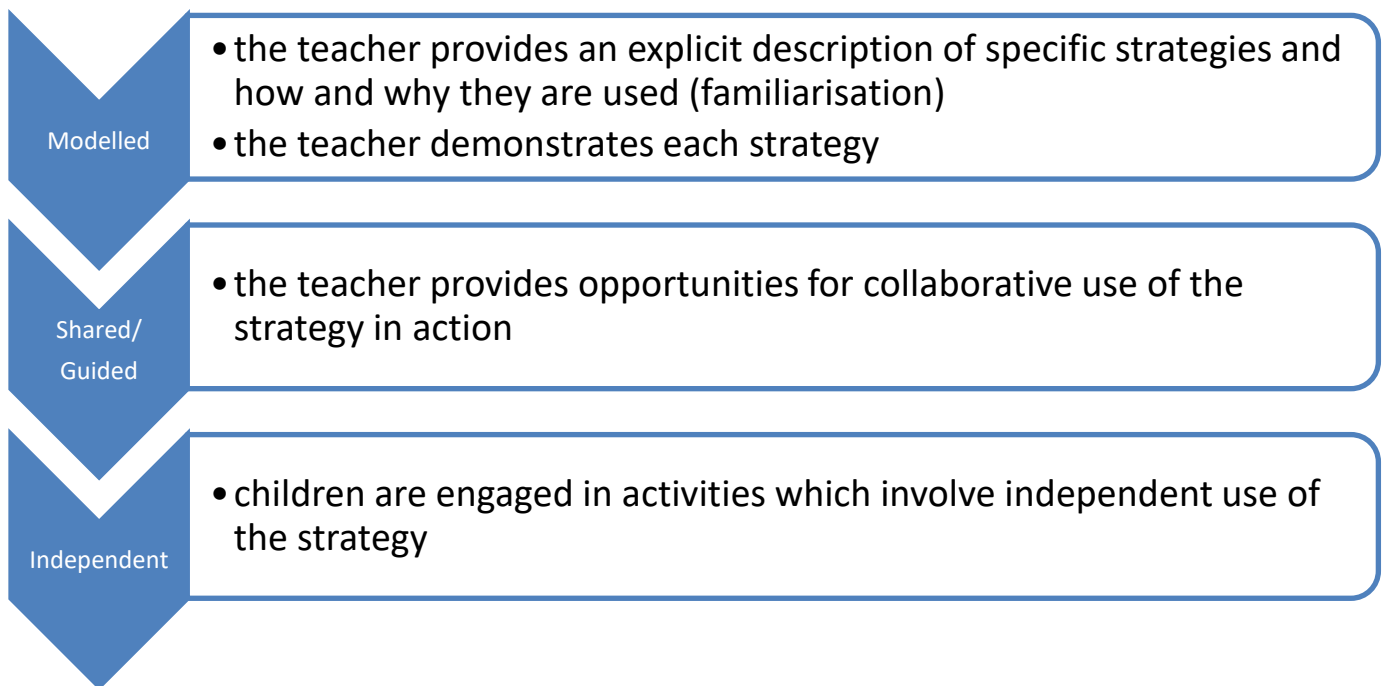
"If children don't learn the way we teach, we will teach them the way they learn".

British Dyslexia Association (2015)

Hampton Hargate is working towards the Dyslexia Friendly Quality Mark. The school's procedures and systems will ensure teaching staff are empowered to support a range of diverse learning needs in mainstream settings. Dyslexia friendly schools recognise that teaching staff, as individuals, are key to the success of students overcoming their difficulties. Changing practise to accommodate individuals with dyslexia, results in good practice for *everyone*. This is central to the current inclusion debate.

Teaching Approaches

Teachers need to use a range of teaching approaches, selecting the most appropriate at any given time.



Modelled Reading

Modelled Reading allows the teacher to explicitly demonstrate the process of reading by ‘thinking aloud.aloud’. Children participate by listening and observing the expert at work, rather than by contributing suggestions and pursuing points through discussion. The teacher shares specific learning intentions with the children, then demonstrates the use of the identified ‘*Text Detective*’ strategies and verbalises her/his thinking as she reads. For example in KS1, looking at the picture (*I Spy*), checking if reading sounds right (*Does it sound funny Bunny?*) or looks right (*Does it look right Knight?*) rereading with your finger, chunking words (*Karate Chop*), using punctuation clues to think how to read (*Punctuation Pointers*).

Beginning the journey towards KS2, children are introduced to more comprehensive ‘Text Detective’ strategies during Year 2. This includes making links, predicting, asking questions, visualising, thinking like a detective (inferring), noticing a breakdown in meaning and rereading to repair it, strategies to identify and work out meaning of Very Important Phrases (VIP), putting the gist together. These skills will form the basis of success criteria during shared, guided, and independent sessions.

Key Features:

- each session has a planned focus that involves one or more reading skills from Text Detectives and the learning intention is shared with the children
- text should be clearly visible to all children
- a selected range of relevant and motivating fiction and non-fiction texts should be used
- texts should be more challenging than the children’s own reading level, but within their comprehension level
- illustrated texts should support and enhance meaning, if appropriate to reading level.
- sessions should be short and enjoyable
- sessions may be whole class or group

Shared Reading

'Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a big book or other enlarged text while guided and supported by a teacher or another experienced reader.'

(Irene Fountas and Gay Su Pinnell, (1996) 'Guided Reading', Heinemann)

During shared reading, children participate in reading focusing on specific learning intentions and practise skills in context. Using a variety of texts, fiction and non-fiction children are given the opportunity to apply a range of strategies with teacher support.

Key features:

- each session has a planned focus and the learning intention is shared with the children
- sessions are short, sharp and focused
- sessions may be whole class or group
- texts should be motivating, attractive and chosen to support the specific learning intention
- children should have access to a text which contains sufficient challenge
- reading should be fluent and expressive
- children explore and try out reading strategies in a supportive context

Children should have opportunities to consolidate and transfer learning to other situations through a variety of supported and/or independent reading tasks.

Guided Reading

This is an approach which enables the teacher to support a small group of children in talking, reading and thinking their way purposefully through an unfamiliar text. During guided reading children should consolidate the learning from previous modelled and shared sessions, using the language of Text Detectives, to process new texts at increasingly challenging levels of difficulty.

Key Features:

- each session has a planned focus from Text Detectives and the learning intention is shared with the children
- success criteria for the session are agreed with the children
- children work in ability groups (6-8 children) for approximately 20-30 minutes
- texts should be at **instructional level*** and matched to the children's developmental stage
- a first read should involve unfamiliar text
- children use reading strategies independently, actively problem solving challenges in the text
- children take risks in a safe, supportive environment
- children contribute to group discussions, talking about the strategies they are using and reflecting on success criteria for the session
- following an introduction, children read at their own pace while the teacher focuses attention on specific readers within the group

* (5-10 errors per 100 words, meaning 90% -95% accuracy. **Remember, more than** one error in every ten words means that the text is too difficult.)

Planning a Guided Reading Session

Consider the Learning Intentions for this group	<ul style="list-style-type: none"> ▪ revisit current learning intentions from modelled and shared sessions, using appropriate skills from the Text Detectives progression document ▪ consider the specific learning needs of this group ▪ agree success criteria for the session
Introduction (Keep short and snappy). Recap for subsequent readings.	<ul style="list-style-type: none"> ▪ (first read) – draw attention to available information, e.g. title, blurb, illustrations, etc. ▪ tap into the children’s prior knowledge/experience and help them make connections
Scaffolding unfamiliar language/ concepts, etc.	<ul style="list-style-type: none"> ▪ consider the particular challenges the book might present ▪ provide sufficient support to help children problem-solve independently, e.g. introducing unfamiliar/subject specific language during introductory discussion
Strategy Check (Text Detectives)	<ul style="list-style-type: none"> ▪ elicit from the children strategies they might use to problem-solve, e.g. read on, read back, sound across the word, chunking words, use picture cues, visualise etc.
Reading the text KS1	<ul style="list-style-type: none"> ▪ KS1 – children read out loud in pairs, taking turns to read a page each as the silent partner acts as ‘teacher’ reminding reader of strategies they could use. Teacher/TA ‘listens in’. ▪ observe the strategies they are using and their level of independence, note down reading behaviours to highlight for praise and support as a whole group
Reading the text KS2	<ul style="list-style-type: none"> ▪ Decide which children to work with individually, if appropriate, other children read silently ▪ provide appropriate praise and prompts, as needed
Returning to the text	<ul style="list-style-type: none"> ▪ identify which aspects of the text are to be revisited based on what was observed when ‘listening in’. Use praise and prompts to highlight focus reading strategy and problem-solving ▪ consider the focus of discussion to develop comprehension ▪ consider the types of questions you will ask ▪ encourage the children to be text detectives, using evidence from text to support their views ▪ encourage respectful debate using ‘I think ... because...’ ‘I agree with ... because...’ ‘I disagree with ... because...’
Evaluation: focus for future teaching	<ul style="list-style-type: none"> ▪ decide which elements, if any, should be further developed or introduced ▪ plan appropriate experiences to consolidate or extend learning
Independent activities linked to Guided Reading	<ul style="list-style-type: none"> ▪ purposeful activities should be literacy related, balanced (e.g. between reading and writing, written and practical/oral) and consolidate the children’s learning ▪ tasks should be differentiated to match the children’s needs ▪ outcomes should be clear ▪ children should have opportunities to share what they have done, e.g. gallery sessions, partner/group talk.

Independent Reading: Reading bookbands

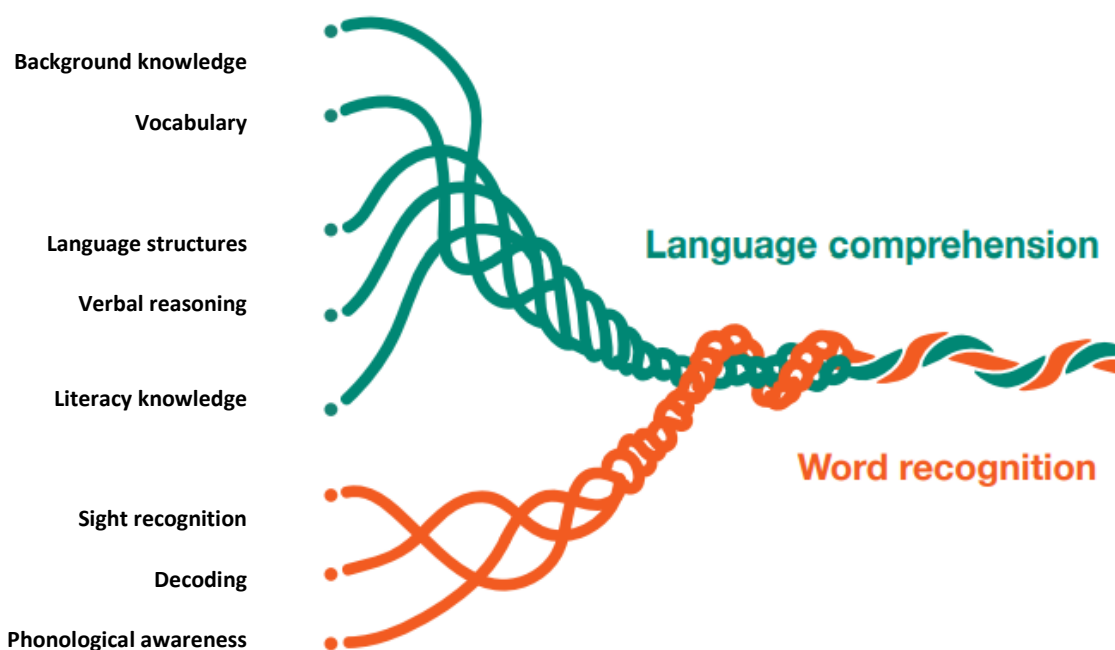
At Hampton Hargate, children take home a reading book which is at 'instructional level' for them. In other words, on a first read they would be able to read between 90-95% of the words correctly. Any easier and the book may not present enough challenge, any harder and they may misread too many words to be able to follow the meaning. In order to ensure children take home the correct level of text, books have been graded by reading levels known as book bands. This means that when children know their book band colour, they will be able to select books from different reading schemes with confidence, knowing the books are the right level for them. Guided reading books are also graded using the same bookbands. Teachers use the guided reading session to monitor children reading the next level of books to see if they are ready to move up a bookband colour in their independent reading.

At Key Stage 1 the emphasis is on developing pupils' interest and pleasure as they learn to read independently and with confidence. At some point during Year 1, (appropriate to each child's needs), children take responsibility for selecting their own reading book from their colour bookband. These texts include fiction, poetry, non-fiction and 'familiar reads'. They should be able to read these texts readily and comprehend them with little or no teacher or adult support. The focus for the reading is to provide practice and to develop personal response to text. In addition, children will choose a school library book or may choose a book from their class that is not levelled, for enjoyment and interest.

At Key Stage 2, the emphasis is on broadening the range of reading and deepening understanding. Opportunities should be provided to allow children to share their reading experiences with others, to talk about stories, ideas, favourite authors, likes or dislikes.

The Many Strands that are Woven into Skilled Reading

Reading broadly incorporates word recognition and language comprehension. These two aspects of reading involve a number strands that are illustrated in this diagram:



Text Detectives: Explicit strategies for successful readers

At Hampton Hargate we invite children to become 'Text Detectives'. They learn 'Text Detective' strategies through every element of their reading diet outlined earlier: modelled, shared, guided and one-to-one reading.

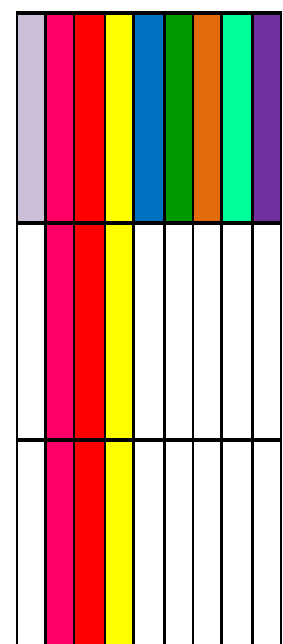
The first three strategies ('*I Spy*', '*Stretch Snake*', '*Finger Point, Mouth Ready*') are introduced in the Reception Year (see below). Children's reading abilities develop at different rates and their readiness to adopt new strategies will depend upon the language and content of the texts they are reading. Reading strategies are therefore introduced according to which bookband children are reading. The strategies are outlined below, alongside the bookband colour they relate to. It should be noted, there is no exact order for teaching these strategies and they should be tailored to the needs of individual children. For example, a child might be attending very carefully to the letters and sounds, but neglecting whether their reading makes sense reading, in which case they would need to focus on the strategy '*Does it sound funny bunny?*' Another child on the same bookband, may be making sense of the story using pictures and language structure, but neglecting the written print. That child, would need '*Does it look right knight?*' or '*Finger point, mouth ready*'. Also, most strategies continue to be useful to children as they progress up the bookbands, but some strategies will fall away such as '*Finger point mouth ready*' and '*Stretchy Snake*'.

Text Detective strategies EYFS and KS1:

Throughout KS1, children will continue to acquire a bank of words which they store in their visual lexicon. As they encounter these words in a range of contexts they will read them with increasing automaticity.

The strategies below are taught explicitly using the picture cards and the accompanying words (in white italics). This consistency of language means children hear and use the same terminology and acquire a language for talking about language (meta-language). Adults move from modelling specific strategies to prompting directly for their use, to more open prompts that enable children to choose from a menu of strategies they have become familiar with. This builds a self-extending system of skills so that children can problem-solve independently as the book levels increase in difficulty.

	<p>I Spy</p> <ul style="list-style-type: none"> • <i>Check the picture. What's going on?</i> • <i>Think about meaning while decoding words. E.g. 'Mum is listening.'</i> A picture of the Mum listening, supports reading the word 'listening'.
	<p>Sound out and stretch</p> <ul style="list-style-type: none"> • <i>Sound out the letters (red, amber green), then stretch out those sounds to hear the word.</i> • <i>The car drives the sounds left to right when you stretch them out</i> • <i>Remember to be a digraph detective</i>
	<p>Finger Point, Mouth Ready</p> <ul style="list-style-type: none"> • <i>Finger under the first phoneme, get your mouth ready for that sound</i> • <i>'Jumping' under each word with a finger (one-to-one correspondence), develops into carefully placing a finger under the first phoneme of each word.</i>





Making Links

- Making connections with personal experience (text-to-self)
- Making connections with other texts (text-to-text)
- Making connections with the wider world (text-to-world)



Predict, Ask

- Predict the purpose of the text or say what might happen next:
- Ask questions to clarify thinking:
 - 'I think this is about ...'
 - 'I wonder if ...'
 - 'It says ... so, I think ...'
- Confirm or adjust



Visualise

- Create mental images or 'mind pictures' as they read to help:
 - Remember what's happening
 - Link parts of a book together
 - Enjoy reading more
 - Build meaning to get the gist



ID 'Very Important Phrases'

- Text mark to identify key words and phrases rich with meaning
- Link parts of words to something they know, e.g. root word, prefix, suffix meanings and elaborate
- Replace an unfamiliar word with a possible synonym and reread the sentence to see if it makes sense



Notice Breakdown...

- Check for sense and notice when meaning is lost
- Ask questions, make pictures in their heads and notice when something jars or doesn't connect with this image
- Be aware of what they do and do not understand



...And Repair It!

- Go back 2 or 3 sentences, re-read, making *mind pictures* and using background knowledge to collect clues
- Clarify and elaborate to connect to the part where reading broke down
- Look at key words in the sentence to build understanding.



Infer (think like a detective)

- '**Read between the lines**' to interpret deeper meaning, using picture cues, what characters do/say how they say it, punctuation, print features
- Watch out for the important parts and link them together, sometimes within a single sentence, sometimes spread over



put together the gist

- Read a section of text to put the main ideas in their own words
- Use prompts such as:
 - the story takes place ...*
 - the characters are ...*
 - a problem occurs when ...*
 - these instructions tell us how to ...*
 - this report is about ...*
- Eliminate unnecessary info



Research

- Locate and select info for a purpose
- Know that info can be found in different sources
- Use organisational features, e.g. contents page, index, glossary, alphabetic knowledge, headings to locate information
- Use visual features, e.g. photographs, diagrams, to interpret specific info

Developing fluency and expression

Reading should be fluid and efficient if it is to be useful and enjoyable. Fluency has been defined as 'the freedom from word identification problems that might hinder comprehension.'

(The Literacy Dictionary – The Vocabulary of Reading and Writing)

Fluency and expression need to be modelled on a regular basis. Children need to listen to a wide range of genre, with a rich variety of language so that they are captivated by reading. Their attention should be drawn to the techniques used by the reader to engage the listener, e.g. asking them to:

- think about what good readers do to keep the listener interested
- give examples of how this has been demonstrated by the teacher

Children need many opportunities to practise reading fluently and expressively for different purposes and audiences.

- reading for pleasure from book boxes, libraries, poetry collections, etc.
- reading poems aloud and by heart; whole class, small group or individually.
- reading play-scripts.
- making presentations, e.g. reading reports, reading in assembly, reading own writing
- listening to audio-books/digital texts
- participate in scaffolded reading experiences, e.g. readers' theatre
- record and listen to their own reading

Assessment and intervention

Assessment is an integral part of the learning process. Through ongoing integrated assessment, teachers build a comprehensive picture of the progress and learning needs of each child in order to plan future work and ultimately improve learning. This includes effective intervention for children who may be in danger of falling behind.

Formative Assessment

Children's reading behaviours need to be monitored carefully to determine progress and the appropriate teaching focus for future learning. This will involve observing them, not only during guided sessions but during whole-class shared sessions and informal interaction with text. In order to build up a profile of each child's reading development, teachers need to consider the following aspects:

- dispositions, e.g. children's eagerness to read; choosing to read for a range of purposes; engagement with text
- comprehension, e.g. engagement at literal, inferential and evaluative levels; ability to predict, clarify, question, summarise, etc.
- decoding skills, e.g. degree of independence children display when reading; the strategies children have on board and the ease with which they are integrated;
- fluency/expression, e.g. confidence and pace with which children read; attention to punctuation and text features; phrasing

Teachers will use a range of methods to assess children's reading development, e.g.

- observations (planned and spontaneous)
- questioning/discussion
- PM Benchmark assessment tool which uses miscue analysis of bookbanded books and comprehension questions to accurately track and assess pupils' reading progress. This ensures consistent and accurate levelling of children's bookband levels
- providing tasks to enable children to demonstrate specific skills or understanding

Summative Assessment

Teachers gather information over a period of time from the sources above as well as from computer adaptive and standardised tests, such as HeadStart. Using all this information the teacher makes a teacher assessment, referencing a National Curriculum 'Stage', e.g. 3 emerging, 3 developing, 3 progressing, 3 expected, 3 mastering, 3 exceeding. A Year 3 child working at expected levels, might start the year at 3 emerging or developing and finish at 3 expected or mastering. However, a child working below or above Year 3 standards could be assessed as 2 developing or 4 progressing respectively.

The outcomes of the assessments made, form the basis for future target setting at individual, group, class or whole school level.

Interventions

Effective assessment enables teachers to target children who are in danger of falling behind. Each class teacher will support children in accessing additional support where needed. This may be in the form of hearing them read one-to-one regularly, or with supported spellings or phonics intervention, or with some additional guided reading with a focus on specific Text Detective strategies.

Now in its 6th year at our school, Reading Recovery is a short-term intervention that targets children in Key Stage 1. Children are taught one-to-one by a specially trained teacher for 30 minutes each day for an average of 12-20 weeks. It is an individually designed programme that aims to accelerate pupils to age appropriate levels in reading and writing by focusing on comprehending new messages in reading and constructing messages in writing.

BRSP (Better Reading Support Partners) is a 'light touch' intervention along the lines of Reading Recovery and is aimed at Years 1 to 6 who have fallen behind at their reading. A specially trained Better Reading Support Partner – usually a Teaching Assistant – delivers a 10 week programme to help them develop independent reading and comprehension skills so that they can make faster progress and catch up with their peers.