

Reading Guidance

Hampton Hargate Primary School

Introduction

At Hampton Hargate, we view reading as a continuous journey which builds 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 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. Teachers recognise that children's personal experiences and their command of language and knowledge of text have a direct impact on comprehension and interpretation. Their grasp of vocabulary and their ability to use their increasing knowledge of grammar and text structure further enhances children's comprehension. Children explore the texts purpose, its language and features, themes and ideas and they make connections with own experiences.

Developing an Environment for Reading

In the Early Years Foundation Stage (EYFS) and Year 1, teachers follow the systematic synthetic phonics (SSP) programme, *Little Wandle Letters and Sounds Revised*. Teaching daily phonics is main focus as the route to decoding. Children practise early reading with fully decodable books three times a week with a focus on decoding, reading with expression and intonation (prosody) and reading for comprehension. Classrooms provide a print rich environment which motivates children to read, with access to a variety of texts, including fiction, non-fiction, poetry, play scripts, environmental print, instructions and media texts reflect their needs and interests and lived experience.

From Year 2 and into Key Stage Two (KS2), children use '*Text Detectives*' (also known as 'inference training') to widen their comprehension of texts. They are given ample opportunities to research and manage information, using a range of reading material, including digital sources.

A Progression in Reading

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:

TT Education Progression in Reading (Knowledge and Understanding)

This outlines the expected coverage for children 'working at expected standard' for each year group in **word reading, comprehension and themes, conventions and content of texts**.

Text Detectives (Skills)

This outlines cumulative and interlinked reading skills which are matched to the reading bookband level of children.

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** are annotated to take account of the children's individual needs, include differentiation, assessment opportunities and 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.

Word Aware - Vocabulary and Oracy

To be a successful reader and writer, children need to have command of a rich variety of words. At Hampton Hargate, we use a whole school inclusive and adaptable approach to word learning, called Word Aware. As well as learning through well-planned learning activities, **Word Aware** gives teachers a consistent structured approach to teaching vocabulary across the curriculum.

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.

A Dyslexia Friendly School

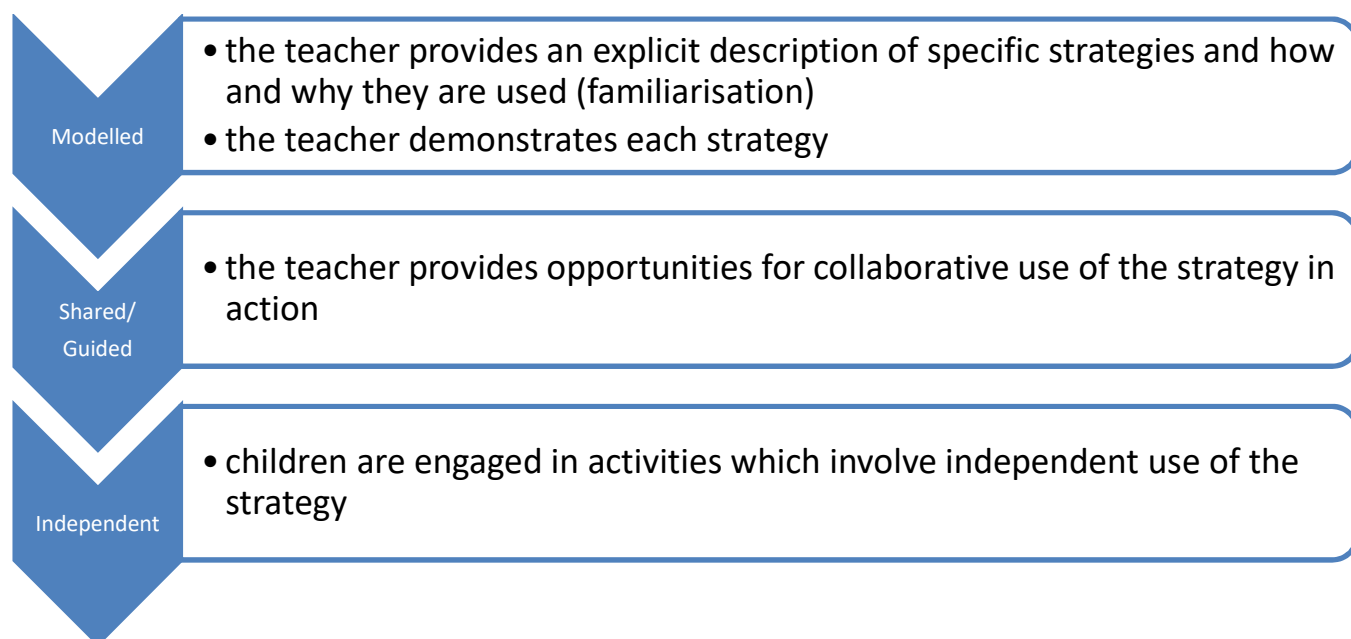
"If children don't learn the way we teach, we will teach them the way they learn".

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.



EYFS & Y1 Reading Practice

While children are still mastering the alphabetic code, they will have the opportunity to practice reading books that are matched to their secure phonic knowledge at least 3 times a week, usually as part of a group, but also one-to-one for targeted children. This starts as soon as children are able to blend sounds to read words - usually the Autumn term of Reception - and continues throughout Reception and Y1. Any children who are in danger of falling behind are provided with effective keep-up support.

Key Features:

Each practice session is designed to focus on a **different reading skill**:

- Decoding the text
- Application of a '*Text Detectives (1)*' reading strategies which supports independence, active problem-solving and prosody (reading with meaning, stress and intonation)
- Comprehension – to understand the text

Y2 onwards - Modelled and shared Reading

From Y2, children are introduced to more comprehensive strategies called '*Text Detectives (2)*'. These skills include 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.

Children experience '*Text Detectives (2)*' strategies as part of a discreet whole class or group session at least once a week. The skills are transferred into the reading elements of literacy lessons and other reading activities across the curriculum. The consistency of approach across the school means children have a shared vocabulary for talking about reading and they deepen their understanding.

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 of modelled and shared reading:

- 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 (20-30 minutes) and enjoyable
- sessions may be whole class or group

Children from Y2 onwards who are working **below** age related expectations will continue to access phonics teaching and regular reading practice as outlined for EYFS and Y1 expectations.

Independent Reading: Reading bookbands

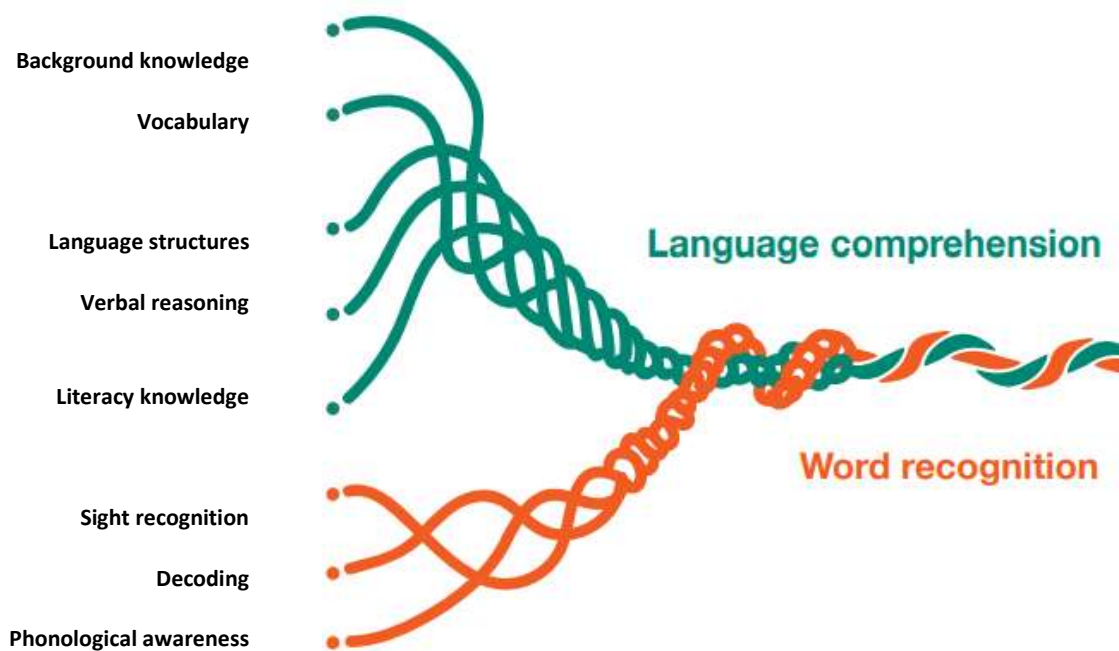
Parents/carers have an important role in practising fluency with their children. We provide a balance of books to send home for early readers, including:

- a fully decodable e-book matched to the child's phonic stage that they can read independently
- a colour 'book banded' book which children can read at 'instructional level' (i.e. with 90-95% accuracy), selected from their book corner,
- a sharing book that they can enjoy, talk about and have read to them by their parent/carer. This may be a library book or book which is not colour banded from the book corner

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 of strands that are illustrated in this diagram:



Education Endowment Foundation, Improving Literacy in Key Stage 2

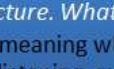
Text Detectives: Explicit strategies for successful readers

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 reading and individual reading practice.



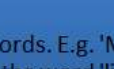
I Spy

- *Check the picture. What's going on?*
- *Think about meaning while decoding words. E.g. 'Mum is listening.' A picture of the Mum listening, supports reading the word 'listening'.*



Sound out and stretch

- *Sound out the letters (red, amber green), then stretch out` those sounds to hear the word.*
- *The car drives the sounds left to right when you stretch them out*
- *Remember to be a digraph detective*



Finger Point, Mouth Ready

- *Finger under the first phoneme, get your mouth ready for that sound*
- *'Jumping' under each word with a finger (one-to-one correspondence), develops into carefully placing a finger under the first phoneme of each word.*

[illegible]

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 children's reading stage to match the demands of the texts they are reading. The strategies are outlined below, alongside the bookband colour to which they relate.

Does it sound **funny bunny?**

If you read the sentence again with your finger

Does it sound funny bunny?

- If so, read the sentence again
- Use meaning and structure to monitor if reading makes sense. 'Would this word make sense here?'

Does it look **right Knight?**

If not, use your finger to monitor it - break the word - read the sentence again

Does it look right Knight?

- If not, use your finger from left to right to:
 - read the word or sentence again
 - break the word

Read from **Finger to Finger**

Your eyes did 'bump' at each word to show it's been read and sounds right

Read from Finger to Finger

- Point at each word with your eyes to check it looks and sounds right
- This enables phrasing and fluency and should be encouraged as soon as children have one-to-one correspondence

Check with your **Finger**

If something doesn't look or sound right, read again, sliding your finger left to right under each word to check

Check with your finger

- If something doesn't look or sound right, read it again, sliding your finger left to right under each word to check
- Monitoring and self correcting their reading

Smooth Talking

Read 2 or 3 or 4 words joined together

Read 2 or 3 or 4 words joined together, for you to hear your voice

Smooth Talking

- Reading should sound like talking. Read 2 or 3 or 4 words joined together
- Model how this sounds and ask children to replicate, making sure they are still following the written words (not just aurally recalling the sentence). Even phrasing two words can transform reading from robot speak. Especially phrasing 'a' or 'the' to the next word.

Karate Chop!

info

Break the word into chunks, are there parts you know?

Karate Chop!

- Break words into chunks. Are there parts you know?
- Use onset and rime to move from known words to new words (analogy), e.g. I know 'down' so I know 'clown'.
- Use syllabification and know how prefixes and suffixes are used to change root words

Flippy hippo

Try to make a long vowel sound (e.g. wind)

Flippy hippo

- Tried a short vowel sound? Flip it to make a long vowel sound? E.g. wind/wind
- Later this can apply to alternative phonemes choices, e.g. 'c' making /ck/ or /s/

Punctuation Pointers

Look for these clues to show you when to pause or change your voice

Punctuation Pointers

- Look for these clues to show you when to pause or change your voice
- Model how this sounds and ask children to replicate. Praise where punctuation is observed. Demonstrate how punctuation can change meaning. E.g. Get on, Grandma! vs Get on Grandma.

[illegible]



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. This includes **formative assessment**, which is gathered as part of daily teaching to determine progress and the appropriate teaching focus for future learning. Teachers draw on a range of methods to assess children's reading development, including observations (planned and spontaneous), questioning/discussion, miscue analysis of book banded books and comprehension questions to accurately track and assess pupils' reading progress.

Teachers also gather **summative assessment** that measures progress over a period of time from the sources above as well as from computer adaptive and standardised tests, such as HeadStart, NGRT, SATs papers and phonic assessments. Using all this information the teacher makes a teacher assessment, referencing a National Curriculum 'Stage', e.g. 'working towards standard', 'working at standard' or 'exceeding standard'.

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 supports 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 reading practice.

Reading Recovery is an individually designed programme intervention that targets children in Key Stage 1 for up to 20 weeks, to achieve accelerated progress for pupils in reading and writing.

BRSP (Better Reading Support Partners) is a 10-week 'light touch' intervention along the lines of Reading Recovery. It is delivered by a Teaching Assistant as a reading catch up programme for Years 1 to 6 pupils.