

Hill View Primary School

Whole school Reading Overview



Read Write Inc. Talk Through Stories: Talk Through Stories

**READING
RECONSIDERED**



Reading is an essential life skill that provides access to the experiences of people from different cultures and times. Pupils must acquire good reading skills in order to access the information that will support their development in all curriculum areas.

Reading

Through the teaching of early reading we want all children to leave Year 2 fluent, confident and independent readers. We place a great deal of importance and emphasis on the teaching of early reading. This is reflected in the amount of time dedicated to the teaching of knowledge and skills; we teach phonics daily from Early Years following RWI. As children transition off of the RWI program and Talk Through Stories from Year 2, a whole class reading approach to the teaching of reading is followed as the children journey through the school. The whole class reading approach and through other reading opportunities offered we build on reading and comprehension skills/embed skills introduced in KS1. This has been developed by the reading team, based on research and our knowledge of the children at Hill View, to give them the best learning opportunities and to ensure the love and enjoyment for reading is continued to engage children in a rich, broad diet of ambitious texts to excite and challenge. Please refer to the whole school reading overview to explore the range of reading opportunities we promote and celebrate at Hill View.

Intent

All pupils at Hill View will become passionate, competent readers with a lifelong enjoyment for reading.

Pupils will make progress in line with their age-related expectations, becoming fluent readers. Children at Hill View will be exposed to a range of thought-provoking texts that capture their imagination as well as constantly expanding their vocabulary. They will be able to confidently comprehend texts for both pleasure and purpose.

We believe that Hill View's approach to reading will allow our students to access the wider curriculum and will lay the foundations for success in future lines of study and employment.

The importance of vocabulary

Vocabulary is a strong indicator of reading success (National Literacy Trust, 2017). We know from research that the size of a child's vocabulary is the best predictor of success on future tests. Children with a poor vocabulary at five are four times more likely to struggle with reading in adulthood (Why Closing the Word Gap Matters: Oxford Language Report, 2018). We also know that a good understanding of a wide range of vocabulary supports success across the whole national curriculum. Therefore pupils are regularly taught new vocabulary in all areas of the curriculum.

Developing vocabulary is taught through reading in two ways;

Through indirect instruction; using rich reading experiences to grow vocabulary 'naturally.' Paying attention to context to work out meaning and using background knowledge. This happens through reading opportunities offered throughout the Integrated Curriculum, within the projects, where model texts are used to support the curriculum.

AND

Through direct 'robust' instruction within our shared reading; talk through stories/reading sessions.

Vocabulary learning is taught in a fun and active way across the Integrated Curriculum and innovative ideas such as the use of digital technology used.

Implementation

RWI

In Early Years and Key Stage 1 pupils follow the Read Write Inc programme. RWI teaches the skills and strategies to decode and read. The Read, Write phonics programme is introduced in EYFS and continued throughout Key Stage 1 and into Key Stage 2 as necessary through interventions. It focuses on phoneme / grapheme recognition and the strategies of blending to read and segmenting to spell. Pupils in KS1 are grouped according to phonic ability and receive daily focussed teaching sessions. Each child will bring home either a Ditty book or RWI reader each week, matched to the phonic level they are at. This will enable the parents/carers to continue the learning at home.

RWI catch up and interventions are offered for children who may enter lower KS2, who have not passed the phonics screening or completed the RWI programme.

If children continue to struggle in KS2 other interventions may be offered to meet the needs of the child; these may include further phonic practice, reading for meaning, paired reading, precision teaching, Fisher Family Trust or targeted comprehension strategies.

TALK THROUGH STORIES

RUTH MISKIN

<https://schools.ruthmiskin.com/training/modules/6>

Talk through Stories is designed to extend and deepen children's vocabulary so that they can understand the books they will be able to read for themselves. Time, however, is not on their side. That is why it is so important to plan specifically and systematically – step by step – to develop their vocabulary.

Story week, we help children to get to know the story really well: the plot, the characters, and their actions and motives.

Vocabulary week, we explore eight words from the story, specifically selected to develop children's understanding of each word in the context of their everyday lives. The eight words selected for focus in each of the stories are what Isabel Beck, in Bringing words to life, has called 'Tier 2' words. 1 These are words that children are unlikely to hear in everyday conversation but are likely to come across in stories. In designing the Vocabulary sessions, we drew on the basic instructional format and suggestions for activities in Chapter 4 of Bringing Words to Life.

Reading at Hill View

Reading is taught whole class, using high quality texts and where appropriate linked to current projects. Reading at Hill View has been developed to provide the framework necessary for teachers to ensure that students forge futures as lifelong readers. Each session allows for the explicit teaching of vocabulary that will be encountered in the texts. This will focus on teaching key vocabulary, as well as their nuances and any changes to the meaning in different contexts. Words that will enable the children to access the text and further their comprehension.

Teachers in KS2 provide daily reading opportunities and at least 4 sessions of Reading lessons a week, as well as further opportunities for comprehension.

- The texts are high quality and chosen are linked to the writing activities planned for the pupils wherever possible.
- Demonstrate how to read a wide variety of different genres and text types.
- Give access to challenging texts for all pupils;
- Provide a secure environment for learning to read;
- To inspire a love of reading
- Provide a context for explicit teaching about reading;
- Enable teachers to model the skills and strategies used by effective readers

Refer to additional documents; Teaching Reading at Hill View KS1 and KS2 for further details.

Talk 4 writing/Integrated Curriculum

Sitting reading firmly at the heart of our integrated curriculum as a springboard and spine to the vibrant cross-curricular projects that our pupils experience and that are models for talk and writing.

As a school we believe learning is made visible when children are shown 'What a Good One Looks Like' (WAGOLL). In reading this means choosing the best texts that are made even more meaningful and engaging to the children, as they are set within the context of their Integrated Curriculum Project.

Books form an age appropriate spine and provide models that support the Integrated Curriculum and models that inform the WAGOLLS for the Talk, Read, and Writing process that we use to develop children's writing and wider language skills.

Refer to whole school writing guidance for further information.

Individual Readers

In EYFS, sounds are practiced 1;1 each week. As the children progress further into the teaching of RWI they will take home matched RWI home readers.

Each child in KS1 takes home a RWI home reader each week with a reading record, children are encouraged to read this book at least three times with an adult at home; once for decoding, once for understanding and once for fluency. The pupils share a graded book with an adult in school at least once a week in lower year groups. The pupils are encouraged to decode unknown words using appropriate strategies learnt through the Read Write programme. This allows children to transfer and apply the skills and strategies they have learnt in RWI to other text types (fiction and non-fiction). The class teacher uses the opportunity conference with each child, to contribute towards their assessments. Which allows them to work with the child on recognising their strengths and targets as readers.

As children progress through KS2 teachers will use individual reading to continue the opportunity to conference with the child, supporting the child to build on their strengths and recognise their own targets as a reader. The children are heard at least twice a half term. Teacher should offer more regular opportunities for individual reading to support weaker readers in their class, for SEND or disadvantaged children to for children where gaps may have been identified. In KS2 the lowest 20% readers or children that may be struggling readers also take home either a RWI book or home reader each week with a reading record, again, children are encouraged to read this book at least three times with an adult at home; once for decoding, once for understanding and once for fluency.

Additionally, where needed, children may take part in a range of wave 3 interventions, run by a teaching assistant. These may include; paired reading, RWI catch up, precision teaching, words first, Fischer Family Trust and reading for meaning.

Reading folders are kept and recorded in when a child is listened to, which is also used to identify gaps and areas to focus on either in decoding/fluency/comprehension.

3pm Class Reader Teachers may change the timing due to staggered pick up, but the teacher will share a book with their class daily.

At the end of each day all classes share a whole class reader. Books enable children to discover new worlds, meet new people, learn about different cultures and customs and about the past, but they also have the power to transform lives. Reading sparks growing imaginations, stimulates critical thinking and helps to develop empathy, reading gives children the very skills they need to succeed at school, at work and in life. This is an opportunity for teachers to share a book from the reading spine, which has been developed by the reading team. Or, to share a favourite book of their own or to even let the class vote for a book they would like to be heard. This time is a way for teachers to model and share their own enjoyment of reading.

ERIC (Everyone Reading In Class) time



Regular time is set aside in the curriculum for choice-led reading. Try to avoid offering this as a planned routine during the register or at other times when interruptions are likely. You could hang a notice on the door - 'Come back later we're reading!' This needs to be a quality time for reading and talk. It doesn't need to be silent, although there may be occasions when the children might prefer to read silently. Involve the class in decisions about when independent reading time happens; this is their time for reading.

Seek out a variety of places/spaces; Independent reading time does not need to be undertaken in the classroom only. Make use of alternative spaces in the school and the playground and use your reading area. Children may prefer to sit with friends, lie on the floor or lean against the radiator rather than tucked into the tables.

Teachers and other adults to model reading and talking around their reading.

Library

Once children are secure in their phonic decoding and can read, it is then critical that they are exposed to and have access to a wide variety of books to develop a love of reading. For some children, school may be one of their only sources of quality books and it is so important that we facilitate children being able to borrow these. You may, understandably, feel nervous about sending books home with children due to the potential infection risk. We have compiled some guidance on how we can continue to share books as safely as possible at this time. Please refer to Appendix 1; Handling books safely.

A timetable and guidance has been provided to year leads to allow their year group to access the library once a week, as well as time to let individuals access the quiet reading club that runs at lunch times. Only one year group per day to be allowed in the library and all children to be encouraged to reduce contact with the books. In lower year groups, staff will allow small groups at a time to access the library to ensure children with SEND and disadvantage pupils have further access to a wider range of materials. These books are to be used to encourage the enjoyment and sharing of reading at home.

Year group		Reading strategies		Whole school reading overview	
EYFS	RWI	Individual readers. Each child to be heard once a week.	Whole class reading opportunities within the integrated curriculum and Talk through Stories	Year 1	
Year 2					
Year 3	Reading and comprehension	Individual reading at least once a half term by an adult for all pupils- this is additional to hearing children also read in whole class reading lessons and through other reading opportunities in other lessons. Lowest 20%/struggling readings should be heard to read 1;1 weekly by an adult.	Interventions and boosters; RWI catch up, precision teaching, FFT, reading for meaning.	Year 4	
Year 5					
Year 6					
All Year Groups		Reading for pleasure			
3pm Class Reader	A 'Class Reader' is shared to encourage children's enjoyment of literature. This is read daily, at the end of each day. These are high quality texts, fiction and non-fiction, including; picture books.				
Library time	<p>The children visit the school library on a weekly basis; all pupils are encouraged to choose a library book each week. This is a book they choose freely and allow them to enjoy at home with their families.</p> <ul style="list-style-type: none"> To inspire to a love of reading To give pupils access to a wide variety of books to enjoy To give pupils a positive experience of books, computers and other media To provide a dedicated space for reading Allow effective encouragement and stimulation from librarians to develop their literacy skills 				
Celebration of reading	<p>Role modelling by adults of being a reader</p> <p>Book week- celebrating World Book Day</p> <p>One book week</p> <p>Half termly book swaps</p> <p>Vote for a book</p> <p>Reading challenge</p> <p>Reception storytelling night</p> <p>Reading workshops and reading clubs</p> <p>Library and lunchtime library quiet reading club</p> <p>Reading assemblies</p> <p>ERIC time</p> <p>Reading ambassadors</p> <p>Reading and vocabulary displays around the school</p> <p>Authors- in person/virtually</p>				

	Purposeful opportunities to create books and texts for peers in the school linked to projects
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