

# Hill View Primary School

## Whole School Reading Overview



*Read Write Inc. Talk Through Stories: Talk Through Stories*



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.

### **Intent**

1. Our children will be inspired to have a love of reading which will enable them not only to enjoy reading as a past time but as an essential tool to succeed in all areas of life
2. Through their reading, they will encounter and be challenged by ideas from experiences which they would not normally be exposed to beyond their own community
3. To enable children to access the curriculum across our integrated curriculum and in the upper years to be able to independently research and extend their learning within the IC themes.

We believe reading is a fundamental part of communication in an ever more connected world. An ability to not only read but understand the intention of others is essential as they progress into the next stage of their learning.

### **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 reconsidered 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. <sup>1</sup> 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 reconsidered**

Reading Reconsidered is taught whole class, developed by Doug Lemov, using high quality texts and where appropriate linked to current projects. Reading Reconsidered provides 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, at least 4 sessions of Reading Reconsidered 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

#### **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 lower KS2 children 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 pickup, 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		
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	RWI	Individual readers. Each child to be heard once a week.	Whole class reading opportunities within the integrated curriculum and Talk through Stories. Reading Reconsidered sessions after Christmas.
Year 3	*RWI (Autumn term for Year 3).	Individual reading at least once a half term by an adult. <b>Weekly for struggling readers.</b>	Interventions and boosters; RWI catch up, precision teaching, FFT, reading for meaning.
Year 4	Reading Reconsidered and comprehension		
Year 5			
Year 6			
All Year Groups	Reading for pleasure		
<b>3pm Class Reader</b>	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.		
<b>Library time</b>	<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"> <li>To inspire to a love of reading</li> <li>To give pupils access to a wide variety of books to enjoy</li> <li>To give pupils a positive experience of books, computers and other media</li> <li>To provide a dedicated space for reading</li> <li>Allow effective encouragement and stimulation from librarians to develop their literacy skills</li> </ul>		
<b>Celebration of reading</b>	<p>Role modelling by adults of being a reader  Book week- celebrating World Book Day  One book week  Half termly book swaps  Vote for a book  Reading challenge  Reception storytelling night  Reading workshops and reading clubs  Library and lunchtime library quiet reading club  Reading assemblies  ERIC time  Reading ambassadors  Reading and vocabulary displays around the school  Authors- in person/virtually  Purposeful opportunities to create books and texts for peers in the school linked to projects</p>		

Whole school reading overview

## **Appendix 1**

### **\*Covid 19 Additional guidance to handling and taking home books**

#### **Library and home readers**

##### **Reception, Year 1 and Year 2**

Send home 'home' readers-linked to RWI scheme and paper copy RWI books. Send out on Monday first thing and request back in to quarantine on Friday morning. Quarantine them in a basket in your own classrooms so you can put them away correctly at the beginning of the day Monday morning and you can prepare your next set to go out.

Reading challenge with classes/staff and parents/carers shared. The library services will be available to individuals who may require the use of it due (parents to speak with class teacher, class teacher/class/year group support member of staff to source book and use library system to loan it out- adhering to quarantine and hygiene procedures).

At least all children on the SEND register and pupil premium register to have weekly access to the library. If you enable the children to return the books during your visit, before taking out another book, please then put them in your year group quarantine box. Reception to not begin using the library until autumn term 2, but teachers/support staff to take out and utilise a set books weekly- Monday to Friday to allow for quarantine time, to offer lots of opportunities for story time and exploring books within the EYFS bubbles)

##### **Year 3**

To send home paper copies of RWI books where needed and a home reader linked to the correct reading level of the child (using the range of books on offer in the corridor).

Reading challenge with classes/staff and parents/carers shared. The library services will be available to individuals who may require the use of it due (parents to speak with class teacher, class teacher/class/year group support member of staff to source book and use library system to loan it out- adhering to quarantine and hygiene procedures).

All children on the SEND register and disadvantaged list to have weekly access to the library. If you enable the children to return the books during your visit, before taking out another book, please then put them in your year group quarantine box.

##### **Year 4, 5 and 6**

All children to have weekly access to the library. If you enable the children to return the books during your visit, before taking out another book, please then put them in your year group quarantine box. You will not be able to spend time in the library to read the books. All children to wash hands and follow hygiene procedures before entering the library. Children to stand side to side and to have no physical contact with the books where possible.

\*One year group per day allowed in the library to reduce cross infection. Library to be cleaned at the end of each day.