

Reading

With reference to Precision Pedagogy chapters 4 and 7, and the EEF KS1 & KS2 Literacy Guidance Documents

High Quality Texts

[Ref. CLPE Core Books](#)

- ★ Teachers as readers with an extensive knowledge of children's literature.
- ★ Build a collection of books from a wide and diverse range of authors, illustrators, genres and forms.
- ★ Become familiar with the ways in which different books can be used to support a variety of reading experiences.
- ★ Choose books and multimodal texts with high quality artwork and production values, which complement, support or extend the text or story.
- ★ Ensure there are texts that children can engage with in a variety of ways depending on their views, responses, maturity, tastes and choices.
- ★ Select texts that present information in a variety of interesting ways.
- ★ Allow children to see themselves reflected in what they read and to have the opportunity to investigate other lives, worlds and perspectives.
- ★ Take risks with the books you read and introduce to children.
- ★ Respect children's tastes and choices, ensuring that the texts you choose foster and increase their experience of literature as well as supporting current interests.
- ★ Choose books that are worth revisiting, re-reading and provide the opportunity to respond in a variety of cross-curricular and creative ways.
- ★ Select books that include rhyme, rhythm and pattern, encouraging children to play with language so that they see reading as a meaningful and fun process.

Book Areas

- ★ Every class has a book area that promotes and supports children in developing a love of reading
- ★ It should be well stocked and inviting to encourage children to pursue their interests and make informed choices. It demonstrates the value we place on books
- ★ It should be themed and then evolve through the year with the changes in topics.
- ★ Book areas could be developed around a particular core book theme or class topic and remain relevant to the children's current learning.
- ★ There could be seating in this area, such as chairs, sofas, bean bags and cushions. Carpets or rugs add comfort and help to make the area welcoming.
- ★ All books should be of good quality. They should always be displayed with the title showing, with some books being placed 'face on', both on the shelves and on book stands. Books should be rotated throughout the year, to maintain interest and curiosity.
- ★ Questions, prompts, invitations to read, reviews and pupil recommendations should be displayed

Speaking and Listening

- ★ Children reading books and stories aloud and being encouraged to have conversations about them with their teacher and peers;
- ★ Adults modelling the process of making inferences (using information in a text to arrive at another piece of information that is implicit) by asking relevant questions aloud and answering them themselves;
- ★ Children working in pairs or groups so they can share the thought processes that lead them to make inferences; and activities that extend pupils' spoken and receptive vocabulary (approaches that explicitly aim to develop vocabulary work best when they are related to current topics in the curriculum and there are opportunities to practise using new vocabulary).

Phonics

- ★ Phonics is the step up to word recognition. Automatic reading of all words – decodable and tricky – is the ultimate goal.
- ★ We follow the DfE [Letters and Sounds programme](#):
- ★ Phase 1: teaching children to be able to discriminate between sounds in the environment; to understand and recognise rhythm, rhyme and alliteration; and to orally blend and segment words.
- ★ Phase 2: teach at least 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters. Teach some high-frequency ‘tricky’ words
- ★ Phase 3: teach another 25 graphemes, most of them comprising two letters, so the children can represent each of about 42 phonemes by a grapheme. Continue to practise CVC blending and segmentation in this phase and apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Teach letter names, some more tricky words and begin to learn to spell some of these words.
- ★ Phase 4: consolidate children’s knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.
- ★ Phase 5: broaden their knowledge of graphemes and phonemes for use in reading and spelling. Teach new graphemes and alternative pronunciations for these and graphemes they already know, where relevant. Increase fluency of recognising graphemes of more than one letter in words and at blending the phonemes they represent.
- ★ Phase 6: At this stage many children will be reading longer and less familiar texts independently and with increasing fluency. The shift from learning to read to reading to learn takes place and children read for information and for pleasure. Children need to learn some of the rarer GPCs and be able to use them accurately in their reading. Children should be encouraged to read aloud as well as silently for themselves.
- ★ Teaching sequence for phonics session:

Introduction: Objectives and success criteria.

Revisit and review: Practise previously learned letters/sounds/skills/trick words.

Teach: Teach a new letter/sound/blending and segmenting skill/tricky word.

Practise: Practise reading and/or spelling words with the new element.

Apply: Read or write a caption (with the teacher) using one or more high-frequency words and words containing the new element.

Reading Comprehension

- ★ [RIC starters \(Retrieve, Interpret and Choice\)](#).

Teach the following reading skills through a mixture of discrete reading sessions and within our reading into writing journey:

- ★ Activation of prior knowledge
- ★ Vocabulary
- ★ Active reading
- ★ Scanning
- ★ Paraphrasing
- ★ Summarising
- ★ Predicting
- ★ Inferring – including causal reference
- ★ Making comparisons
- ★ Generalising
- ★ Navigating
- ★ Skimming

Written Application of Comprehension skills

As part of reading lessons, children need to be given opportunities to practise written responses to comprehension questions. This can be done in reading partners or individually on whiteboards or in their books. There are a range of question types which need to be practised:

- ★ Short written
- ★ Long written
- ★ Multiple choice
- ★ Join boxes
- ★ Table
- ★ Ordering
- ★ [Reading question stems](#) should also used for regular practise of written comprehension responses.

DEaR Time

- ★ Drop Everything and Read- 20 minutes daily
- ★ Adults role modelling reading
- ★ Opportunity to practice reading skills

Effective adult readers use a range of flexible reading comprehension strategies so quickly and automatically we hardly notice they are taking place.

Thinking process for planning a Reading lesson

Prior learning and assessment? What are the age related expectations? What opportunities will children have to work at greater depth?

What is the overall learning outcome for the end of the teaching sequence? Is there pre-learning required to understand the context of the text?

Introduce text

Introduce the learning intention for the session and allow the children to talk about the book

Strategy check

Introduce and model the strategy which the children will be using during the session

Independent reading

Each child reads the book **independently**, or through paired, echo or shared reading.

Questioning

Plan for questioning and activities to develop the following:

- Understanding of new vocabulary
- Ability to interpret a question and record an answer in words
- Prediction skills
- Ability to infer and deduce from the text
- Skim and scan for answers
- Stamina for reading
- Ability to summarise a text

Return to text

Children to respond to the text: create opportunities for higher order questioning and thinking

Review

Review the learning intention for the session, identify next steps and set a follow-up task

A learning journey delivered in parallel with independent reading activities, including weekly reading comprehension

Scarborough's Reading Rope

Reading Stages

