

Roundwood Primary School



**Our approach to Reading
June 2021**

Treasure

Opening the covers of a book
Is like lifting the lid of a treasure chest
Look inside and you will find
Golden stories and glittering characters.

Some are given a map to show them where X marks the spot,
Some are given the precious key to open up the lock,
Some are helped to lift the heavy lid,
But for some it will remain buried treasure.

Gervase Phinn



Our approach to reading at Roundwood Primary School

Our Reading Philosophy

At Roundwood Primary School, we are committed to promoting the enjoyment of reading as we believe the ability to read and comprehend is the key to success and fulfilment in all areas of learning. We provide children with the strategies they need to develop proficient skills in both word recognition and language comprehension to help them become successful readers. Alongside both processes, we promote an appreciation of how reading a variety of texts, genres and authors unlocks hidden treasures to allow escapism into new worlds and beyond. Reading is a self- extending process – the more children read – the better they become.

Systematic synthetic approach to phonics

At Roundwood Primary School, we follow Bug Club Phonics to ensure our children have the knowledge and skills they need to be proficient at word recognition.

In all systematic synthetic phonics, the graphemes (letters) and corresponding phonemes (sounds) are taught just before the introduction of words that contain these letters. To read these words, children are taught to pronounce the individual phonemes (sounds) associated with the graphemes (letters) they see, and then to blend them together (synthesise) to form the word.

Bug Club Phonics takes the view that children are best served by learning the basic 40+ grapheme–phoneme correspondences in the first year at school. The less frequent pronunciations, particularly for vowels, are taught when the children are secure in the basic principles, normally in the second year of school.

Our approach teaches letter sounds very rapidly, explicitly showing children how to build up words with letters from the start, and always includes blending with printed words. We teach spelling alongside, by reversing the blending process and segmenting a word into phonemes and their corresponding grapheme.

In our approach, both blending for reading and segmenting for spelling are fully scaffolded. We model, for the children, how to sound and blend words for reading, but in each lesson children must attempt to sound and blend words for themselves to find out how they are pronounced. We also model for the children how to segment for spelling and continue to scaffold the children through the process with each word they spell. This ensures that they identify each phoneme and choose the appropriate grapheme in turn, until the word is spelt.

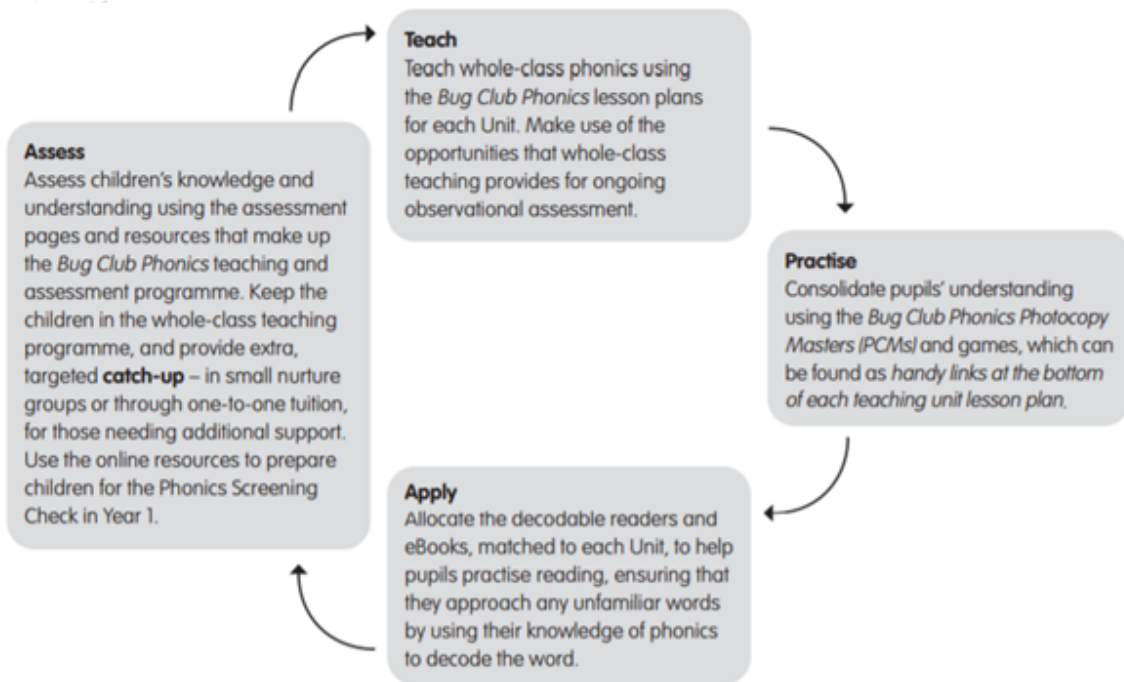
Learning strategies used include the practice of word building, blending (pushing sounds together), segmenting (pulling sounds apart) which helps children to read and spell. Dictation is also used to help with writing and spelling along with empowering children to have a go.

Teaching techniques used include a script format when teaching to ensure accurate language, and sounds are presented in whole words along with the modelling of precise pronunciation. The alphabet song is sung twice in every lesson to ensure children are secure with letter names, and teaching videos are used with known bug club characters to introduce each phoneme and its pronunciation.

High frequency decodable common words are included for reading and spelling throughout Bug Club Phonics along with not fully decodable (irregular) words once referred to as tricky words. Many of these words have spellings that have irregular pronunciations; these words are always deemed 'tricky', e.g. 'one'. However, some of the words in the list have regular pronunciations and become fully decodable later on as the phonics teaching progresses; for example, 'like' becomes completely decodable when split digraphs are taught.

Language Sessions occur at the end of each Unit. These Sessions combine the teaching of irregular words with using words in the context of captions and sentences. To read with fluency and comprehension, children need to apply and develop the skills taught during the systematic synthetic phonics teaching element of the programme. The Language Sessions serve to consolidate the teaching of reading and spelling in the Phoneme Sessions, and promote early comprehension skills.

Phonics overview



Structure of phonics lesson

Phoneme Session

Teaching Element	Description
Alphabet song	Sing the Alphabet song
Revision	
Letters and Sounds	Quick-fire practice of previously taught grapheme–phoneme correspondences
Reading	Children practise reading words composed of previously taught grapheme–phoneme correspondences
Writing and Spelling	Children practise spelling and letter formation using previously taught graphemes and words
Lesson	
Introduction	Discuss learning intentions and outcomes for the day
Sounds	Children are introduced to new grapheme with corresponding phoneme. They highlight the letter's position in words from the Asset bank
Reading	Children blend phonemes for reading words
Spelling	Children segment words for spelling
Writing	Children form letters to cement grapheme–phoneme correspondence
Follow-up	Children are introduced to guided independent work, consolidating any teaching from Lesson
Plenary	Discuss learning outcomes
Alphabet song	Sing the Alphabet song

Language Session

Teaching Element	Description
Alphabet song	Sing the Alphabet song
Introduction	Discuss learning intentions and outcomes for the day
Not fully decodable words/Irregular words	
Reading	Children read irregular word(s)
Spelling	Children spell irregular word(s)
Writing	Children write captions and sentences
Follow-up	Basic comprehension and introduction of guided independent work
Plenary	Discuss learning outcomes
Alphabet song	Sing the Alphabet song

Please refer to our *Phonics overview* document for unit/phoneme order and books to support

Reading instruction

Year group	Practice
Foundation beginning practice	<ul style="list-style-type: none"> • Introduction to listening games • Introduction to letter names and sounds • Listening to stories • Looking at wordless picture books with an emphasis on asking questions • Introduce and reinforce new words with objects • Singing and reciting rhymes
Foundation – Year 1	<ul style="list-style-type: none"> • Daily, systematic phonics lesson, in ability groupings, following Bug Club phonics programme • Weekly, guided reading sessions reading a colour banded book suitable for child's reading ability • Books sent home to support children with reading practice at home, supporting current phoneme being taught or comprehension level • Access to Bug Club at home along with Doodle English and Spell
Year 2	<ul style="list-style-type: none"> • Weekly spelling's lesson which builds on from Unit 27 (Phase 5) • Weekly, guided reading sessions reading a colour banded book suitable for child's reading ability • Depending upon our English writing cycle, which sees us alternate between Reading into Writing and Explicit Genre teaching, we teach shared reading weekly through Reading Explorers when teaching explicit genre skills • Books sent home to support children with reading practice at home, supporting current comprehension level • Access to Bug Club at home along with Doodle English and Spell <p>Please note: some phonic teaching may still take place, in small groups, to support varying abilities. For 2021-22, this will feature as part of our recovery plan but it will underpin our practice especially for children who did not pass the phonics screening test or simply require additional support in this area</p>
Years 3 – 4	<ul style="list-style-type: none"> • Weekly spelling's lesson linked to National Curriculum, suffixes, prefixes and spelling lists for Years 3 and 4 • Weekly, reading sessions reading a colour banded book suitable for child's reading ability • Depending upon our English writing cycle, which sees us alternate between Reading into Writing and Explicit Genre teaching, we teach shared reading weekly through Reading Explorers when teaching explicit genre skills • Books sent home to support children with reading practice at home, supporting current comprehension level • Access to Doodle English and Spell
Years 5 – 6	<ul style="list-style-type: none"> • Weekly spelling's lesson linked to National Curriculum, suffixes, prefixes and spelling lists for Years 5 and 6 • Children read independently supported by a colour banded book suitable for child's reading ability. At this level, we also encourage children to read outside of the colour bands which teachers promote and guide children to. • Depending upon our English writing cycle, which sees us alternate between Reading into Writing and Explicit Genre teaching, we teach shared reading weekly through Reading Explorers when teaching explicit genre skills. At this stage, skills move from explicit teaching to consolidation • Children are encouraged to take their independent book home to support reading at home • Access to Doodle English and Spell
F2 – Y6	<ul style="list-style-type: none"> • Sharing of class novel through Reading into Writing • Weekly library visit (On hold, due to COVID) • Mobile library visit (On hold, due to COVID)

Focused Reading / Reading Scheme

Teachers use the Bug Club independent reading scheme to support their guided and home reading sessions. These sessions are supported by a colour band book system which starts in Foundation and goes right up to Year 6. In Years Foundation to Year 4, your child will read in a group to practice word recognition alongside developing language comprehension skills.

Please refer to our Reading scheme overview document

Teaching of Reading

The teaching of reading is embedded in everything we do. However as listed above we also timetable explicit reading sessions to teach key knowledge and skills.

Within our Reading into Writing sessions, these include:

- **Making Connections** – making links to other text, yourself and the world
- **Predicting** – Using clues to infer what happens next
- **Questioning** – Asking and answering questions about the text
- **Monitoring** – Does this text make sense? How do we know?
- **Visualising** – Creating a mental image about what you're reading
- **Summarising** – Being able to retell main points in our own words

Within our Reading Explorers sessions, these include:

- **Literal** – looking at facts, main ideas, and sequence of events, comparisons and character reasoning. This skill promotes that the answer is clearly stated.
- **Deductive** – forming an opinion and making a judgement based on evidence from the text. This can sometimes seem more difficult than it is, as like literal the answer is there you just have to combine facts to support your answer
- **Inferential** – ability to use ideas stated in the text with your own intuition and personal experience. It demands thinking and imagination that goes beyond the text. This is a hard skill.

Both session types are interlinked and build upon the transference of each skill to ensure children know more and remember more.

Vocabulary Exposure

We are dedicated to eliminating any gaps in vocabulary, early on, by introducing new and interesting words with the support of visual prompts, concrete resources and /or relatable contexts to help children build upon what they already know.

Each phoneme and guided reading session, has a language session that teachers will use alongside teaching to develop vocabulary.

Reading cueing systems

Listening to children read independently or within a group enables staff to identify which cueing systems the children are using, or not using and support them to develop accordingly. Ultimately, cueing systems enable children to self-monitor which in turn helps to develop fluency. Staff can also use the cueing systems to calculate accuracy, error, and self-correction rate which is one-way staff can identify whether each child is reading a book at an appropriate level.

The three cuing systems are: Meaning, Structure & Visual – ***please see MSV cheat sheet to support your understanding of each cueing system further or ask a member of staff.***

Reading support

From time to time, some children will require additional support with their reading. This may mean they become a target reader where they will read to an adult daily. Other support is available and will be discussed with parents/carers if required.

Reading models

With any aspect of reading, across all curriculum areas, teachers model reading with enthusiasm and fluency to ensure children are surrounded by good examples of reading practice. Staff will use gestures, actions and facial expressions to help children make sense of new words.

Reading Assessment

For word recognition and fluency, children will be assessed half termly in most year groups to ascertain colour band and expression level. This will help teachers to progress children through the colour band system and target expression areas. As children move throughout the colour band system, comprehension will be assessed against their independent reading book.

Children will also be assessed throughout reading sessions against the key skills listed above this will support judgements made towards attainment and progress each term.

Finally, children will sit NFER optional papers and SAT papers each term which will again support judgements made towards attainment and progress each term.

Reading Reward

In KS1, children receive a certificate in reward assembly for every 10 books read. When they reach 50 they receive a book token for the local university bookshop.

In KS2, our reward is currently being renewed by our pupils. Watch this space!

Reading for Pleasure

Weekly reading assemblies, will offer staff and children the opportunity to promote a wider breadth of text types, which not only promotes the text but also supports children to look at a text for the multi layers it may provide and sense of experience that perhaps they can relate to or take support from.

Children will have a weekly visit to the school library to choose a book for pleasure.

Reading Homework

Children are sent home with an independent book weekly (please ensure these are returned the following week otherwise our stock dwindles), and have access to online bug club where books and tasks are allocated. Along with reading at home they are encouraged to complete 10 minutes of Doodle a day which supports reading and spelling.

World Book Day

At Roundwood Primary School, every year, we celebrate World Book Day. We follow a theme and encourage children to dress as a favourite book character whilst taking part in lots of focused reading and writing activities throughout the day which we then celebrate in a whole school assembly.

Schoolreaders

We are very lucky to be supported by an excellent scheme called Schoolreaders who match volunteers to our school to read with our children. Each year group has a volunteer who where possible moves up with the children to support relationships and ensure consistency. In addition, we are also supported by parent volunteers.

Reading aloud

Reading aloud to an adult or peer has a great impact on children's reading development as it gives children the opportunity to hear vocabulary in different contexts, builds a connection between the spoken and written word, increases attention span as children eagerly await for the next part to unfold, provides a supportive way to explore sensitive issues and most importantly promotes enjoyment and the opportunity to bond.

We will provide each child with a reading record for you and them to record the books they have read and any comments you may like to share. Please see some pointers below for the things you may want to think about and include.

KS1 Reading Record example questions and responses

KS1 Areas to comment on & questions to ask	
Comments could relate to:	
Word recognition	Pace
<ul style="list-style-type: none"> • Oliver can identify individual sounds in words. • Amy is reading whole words by blending sounds together. • James tends to mistake –b- and –d-. He then self corrects once he has read the whole sentence through. • Ana is saying –saw- instead of –was- • Great attempt at sounding out unfamiliar words 	<ul style="list-style-type: none"> • Hannah spotted a full stop. • Thomas read with confidence using punctuation to guide his pace. • Read at a steady pace with enjoyment.
Enjoyment	Prediction
<ul style="list-style-type: none"> • Adle loved the happy ending. • Miles asked if there were other books written by this author as he has enjoyed it so much • Needed a little encouragement tonight to stay focused 	<ul style="list-style-type: none"> • Grace predicted that the little girl would lose her teddy. She was so pleased when it was returned • Immy thought that the adult bear would fall asleep first... she was right.
Expression	Personal response
<ul style="list-style-type: none"> • Shazia recognised an exclamation mark and changed his expression as a result • Ryan recognised speech marks and was able to use different voices for each character. 	<ul style="list-style-type: none"> • Emma drew a picture of the wizard's workshop – it had some great features. • Seb wanted to make pumpkin soup too – so we did – and he loved it! • Kayla was mesmerised by the pictures. • Matt wants to become a vet too now. • Finding this book really challenging - words and themes.
Book navigation	Comprehension
<ul style="list-style-type: none"> • Harry selected the pages he wanted to read using the contents page • Clara used the glossary to help her with tricky words 	<ul style="list-style-type: none"> • Henry recognised why it would be hard for the children to leave their parents. • Ruby was able to retell the story at the end • We discussed what a mangle was and how long it would take to do all of our washing. • Asked so many relevant questions about the story and characters - super
Example questions:	
<ul style="list-style-type: none"> → Is this book fiction / non-fiction? How do you know? → What have you found out so far? → Predict what may happen next... → If fiction, who are the main characters? → If fiction, what were the main events? → If you were this character, what would you have done in this situation? → Could these characters exist in real life? → Where/When does this story take place? How do you know? → Check vocabulary. Why did the author choose that word? → What does this word mean? Can you give me another word which means the same? → What were your favourite parts? Why? → Did the title match the book well? → What did you learn from reading this book? → Who would you recommend this book to? 	

KS2 Reading Record example questions and responses

KS2 Questions & Example responses

Comprehension questions

- Tell me what happened in this book
- Who are the characters? How would you describe them?
- What is the setting? How has the author described this setting?
- What problems did the characters overcome? How did they do this?
- What was your favourite part of the book? Why?
- Which character in this book is most like you? Why?
- Have you read any other books that remind you of this one?
- What did you learn from reading this book?

Evaluative questions

- How would you recommend this book to a friend?
- What rating would you give this book?
- Would you recommend any changes? If so, what would they be?
- Do you think the author made any judgements or assumptions in this book?

Example responses

- *Aliya really enjoyed this book set by the sea. It reminded her of the Lighthouse Keeper books.*
- *Tom was engrossed in this book largely as it reminded him of our own camping adventures. He said the main character reminded him of himself as he was accident prone too!*
- *Esme was upset when the children had to evacuate and leave their parents. She said she would never want to experience that. She was comforted when the family reunited at the end of the story.*
- *Daniel loved when the main character got signed for Manchester United. He said he hope that happened to him.*
- *Charlie is thoroughly enjoying this series. He said he would recommended it to his friends as being a 5 star read due to not wanting to put it down. He did share that some of the solutions were a little far-fetched but he enjoyed how over the top they were.*