



## Reading @ Airy Hill Primary School

Airy Hill Primary School is committed to:

- Teaching **EVERY** child to read fluently
  - Closing the word gap
- Developing a **love of reading**

September 2021/22

### Our beliefs

At Airy Hill Primary School, we believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At school, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

We value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity and consistency.

## Early reading and phonics

### Implementation

#### Foundations for phonics in Nursery

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:
  - sharing high-quality stories and poems
  - learning a range of nursery rhymes and action rhymes
  - activities that develop focused listening and attention, including oral blending
  - attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

#### Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the [Little Wandle Letters and Sounds Revised expectations of progress](#):
  - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
  - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.
  - [https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/06/Programme-Overview\\_Reception-and-Year-1.pdf](https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/06/Programme-Overview_Reception-and-Year-1.pdf)

## Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources - at pace.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

## Teaching reading: Reading practice sessions three times a week

We teach children to read through reading practice sessions three times a week.

These:

- are taught by a fully trained adult to small groups of approximately six children
- use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11-20 of ['Application of phonics to reading'](#)
- are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

### Choosing the correct book for group/home reading

When children are learning to read, it is imperative that they practise independent reading with fully decodable books that are matched to their secure phonic knowledge. This will enable them to use the GPCs they know to decode the words and, with practise, develop fluency when reading. It will also establish the habit of using phonics as the route to decoding unknown words, avoiding unreliable guessing strategies. Evidence and experience clearly shows that this is the most effective approach to ensuring almost all children learn to read.

When selecting books for independent reading practice, the following points are essential:

- The phonic progression of the decodable books must match the phonics progression of Little Wandle Letters and Sounds Revised.
- The decodable books must introduce new GPCs in the same order as the teaching in Little Wandle Letters and Sounds Revised.
- The progression in the books must be cumulative, so children can practise the GPCs they have already learned in the programme.
- The tricky words must follow the progression for Little Wandle Letters and Sounds Revised, with each tricky word being taught before the children read a book containing it.

Guidance on selecting fully decodable books [LS-KEY-GUIDANCE-SELECTING-DECODABLE-BOOKS-PD\\_FINAL.pdf](https://www.littlewandlelettersandsounds.org.uk/LS-KEY-GUIDANCE-SELECTING-DECODABLE-BOOKS-PD_FINAL.pdf) ([littlewandlelettersandsounds.org.uk](https://www.littlewandlelettersandsounds.org.uk))

### Home reading

The decodable reading practice book is taken home to ensure success is shared with the family.

Reading for pleasure books also go home for parents to share and read to children.

We use the [Little Wandle Letters and Sounds Revised parents' resources](#) to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

### Additional reading support for vulnerable children

Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.

### Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and How to videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.
- Weekly **expert reading team** meeting led by the school reading lead
- Weekly English team meeting

### Ensuring reading for pleasure

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy. We have a reading for pleasure strategy and action plan in place annually.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at our school and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Nursery/Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the

adults will write in this on a regular basis to ensure communication between home and school.

- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- Each class visits the local library every half term.
- Reading café in school and reading café visit to a local business each term.
- Termly family competitions.
- The school library is made available for classes to use at protected times. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc - see reading for pleasure strategy)

[https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/06/Programme-Overview\\_Reception-and-Year-1.pdf](https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/06/Programme-Overview_Reception-and-Year-1.pdf)

## Impact

### Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Assessment for learning is used:

- o daily within class to identify children needing Keep-up support
- o weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessment is used:

- o every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
- o by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

### Statutory assessment

- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

## Ongoing assessment for catch-up

- Children in Year 2 to 6 are assessed through their teacher's ongoing formative assessment as well as through the half-termly *Little Wandle Letters and Sounds Revised* summative assessments.

## Year 2 and beyond

### Comprehension

VIPERS and reading activities are used to teach the 6 reading domains as part of the National Curriculum. These domains focus on the comprehension aspect of reading and not the mechanics (decoding, prosody and fluency). This is not a reading scheme we follow but a method of thoroughly teaching the objectives within the NC and going beyond this, allowing investigation of thought to encourage a deep understanding. We are able to target questioning and support as needed. Alongside this, reading activities are used to further target certain domains which meet the needs of each class.

### Content Domains for reading VIPERS

KS1 Content Domain Reference	VIPER
1a draw on knowledge of vocabulary to understand texts	Vocabulary
1b identify/ explain key aspects of fiction and non-fiction, such as characters, events, titles and information.	Retrieve
1c identify and explain the sequences of events in texts	Sequence
1d make inferences from the text	Infer
1e predict what might happen on the basis of what has been read so far	Predict

KS2 Content Domain Reference	VIPER
2a Give/explain the meaning of words in context	Vocabulary
2b retrieve and record information/ identify key details from fiction and non/fiction	Retrieve
2c summarise main ideas from more than one paragraph	Summarise
2d make inferences from the text/ explain and justify inferences with evidence from the text	Infer
2e predict what might happen from details stated or implied	Predict
2f identify/explain how information/ narrative content is related and contributes to meaning as a whole	Explain
2g identify/explain how meaning is enhanced through choice of words and phrases	Explain
2h make comparisons within a text	Explain

### **Whole class reading preparation**

Choosing the text:

- At least one book of study each term should be topic related. This should be the same text as your class novel to ensure pace and engagement
  - The text should be harder than the children's current reading age / challenge via vocabulary, themes, global issue
1. Start of term: Book Launch
  2. Planning
    - a. Select your text
    - b. Re-read the text identifying passages for deeper reading and more 'shallow reading'
    - c. Identify key teaching points which will develop key reading skills linking directly to 'VIPERS'
    - d. Same text must be used for all children - identify ways to support the pupils with lower attainment



- e. Plan key questions, activities and expected outcomes linking to 'VIPERS' and whole school progression [https://yeat.sharepoint.com/airy-](https://yeat.sharepoint.com/airy-hill/Staff/Forms/AllItems.aspx?id=%2Fairy%2Dhill%2FStaff%2F%40airy%20Hill%20Docs%2FEnglish%2FReading%2FReading%20Progression%20at%20airy%20Hill%20Primary%20School%20to%20support%20the%20teaching%20of%20comprehension%2Epdf&parent=%2Fairy%2Dhill%2FStaff%2F%40airy%20Hill%20Docs%2FEnglish%2FReading)

[hill/Staff/Forms/AllItems.aspx?id=%2Fairy%2Dhill%2FStaff%2F%40airy%20Hill%20Docs%2FEnglish%2FReading%2FReading%20Progression%20at%20airy%20Hill%20Primary%20School%20to%20support%20the%20teaching%20of%20comprehension%2Epdf&parent=%2Fairy%2Dhill%2FStaff%2F%40airy%20Hill%20Docs%2FEnglish%2FReading](https://yeat.sharepoint.com/airy-hill/Staff/Forms/AllItems.aspx?id=%2Fairy%2Dhill%2FStaff%2F%40airy%20Hill%20Docs%2FEnglish%2FReading%2FReading%20Progression%20at%20airy%20Hill%20Primary%20School%20to%20support%20the%20teaching%20of%20comprehension%2Epdf&parent=%2Fairy%2Dhill%2FStaff%2F%40airy%20Hill%20Docs%2FEnglish%2FReading)

### Whole Class Reading Lesson Design Year 2 Tuesday - Friday

SEE LAUREN & Kerry

### Whole Class Reading Lesson Design Years 3 - 6 Tuesday - Friday

Begin each lesson with two-three basic questions - don't assume that children have understood/ remembered what has happened in the text so far. **Summarising and retelling**

Pre-teach tricky new vocabulary to allow all pupils to access the text.

Reading time - this could be:

Teacher models reading

Choral reading with an adult

Individual or small group reading

Paired reading

Individual silent reading

\*Some lessons may use a combination of these approaches - do not only rely on one approach

Class discussion on the focus VIPER questions

Class teacher models ways to answer these using questions of the same style. Some lessons may have 1 question type focus and other lessons may have a combination of question styles as the focus. However, all strategies to support in answering these questions should be modelled to the children.

A combination of VIPER questions and motivating skill-based activities should be used throughout the week.

At least two of the three lessons each week should result in a recorded response in the children's reading journals. Ensure to use VIPERS and reading activities to support.

Recording - children are encouraged to orally talk through their answers and ensure it is the best they can give before writing anything down. Children discuss the answer first with peers and/or an adult and then write their best answer, working individually and then editing their answer accordingly after discussion or orally discussing 1 or 2 of the questions and writing down the others working individually. Children self-mark their answers during these sessions.

Assessing - The class teacher focuses on a small number of specific children each session, listening to them re-read and developing and discussing responses. This enables assessments for each child to be made against the expectations of the NC and identify content domains which require further focus.

## Whole class reading diet lesson design (Y1 - Y6)

***Include poetry every other week***

Monday mornings:

Lesson Structure:

1. Before reading the text
  - a. Introduce and explain the genre and its features
  - b. Engage the class in a discussion about the context of the story/text
  - c. Introduce any challenging vocabulary and ensure that children understanding these - write these up on the class whiteboard
2. First read
  - a. Ask the children to read the text in pairs (pair children low with middle and middle with high). Children should support each other as necessary.
3. Second read
  - a. Class teacher picks out sentences from the text and asks a range of questions to help support children's comprehension
4. Modelled answer
  - a. Class teacher models how to answer at least one high level question (questions varied week to week - similar to but not the same as a question on the sheet). Teachers should 'think out loud' to model the process of retrieval and drafting an exemplar answer.
5. Third read and response
  - a. Children are told to read the text independently and go on to answer the **VIPER** questions in their reading journals (not on worksheets).
6. Teachers and teaching assistants should then rove and intervene to support children's learning.
7. Plenary/ Extension: Discuss children's responses to some of questions. Work to be marked in line with the school policy.

**This is a comprehension exercise, NOT A TEST**

**All questions are to directly link to Reading VIPERS**

- In KS1, 'Explain'; is not one of the content domains, rather it asks children why they have come to a certain conclusion, to explain their preferences, thoughts and opinions about a text.
- In KS2, the Explain section covers the additional content domains of 2F, 2G and 2H which are not present in KS1.

## Environments

- Class text display should be visual and seen immediately when entering the classroom
- Vocabulary section on your reading display or next to your reading display
- Key questions linking to the class text displayed on the display
- A book area with access to high-quality books, this does not have to be a display but must be kept organised and accessible at all time.
- Books accessible should be reduced to a small selection with books added throughout the year
- There should be some forward-facing books and be refreshed regularly, not cluttered
- Each class needs to have access to a selection of high-quality poetry books
- Recommended reads (taken from 100 books list) displayed in the reading area

## Assessment

- All children are assessed termly using an academy wide test which is collated, and gap analysis completed to inform planning
- Teachers work with specific children each day to make on-going assessments against the NC to inform future planning
- Children who are identified as being in the **lowest 20%** of readers within each class are monitored half termly. Their areas for development identified and additional provision put in place. This is then reviewed.

## Home Reading

Children access the school library and work with the class teacher to choose an age-appropriate text of their choice. This is then monitored by the class teacher to ensure regular book changes where appropriate. Each week the children bring their book to school for daily fluency time and are encouraged to read daily at home.

## What the timetable should include

### **Reception Reading Offer**

Parent's meeting

Each day parents are invited to join the class for decoding time and phonics games (this is modelled and explained)

Daily Little Wandle phonics

3 x a week group Little Wandle reading time

Daily story /poetry / rhyme time

1:1 and small group boosters for those needing a little extra

Weekly decodable home reading book

Daily reading for pleasure text to take home

Access to online e-books which are entirely decodable and support home learning

### **Year 1 reading offer**

Parent's meeting

Daily Little Wandle phonics

3 x a week group Little Wandle reading time

Daily story /poetry / rhyme time

1:1 and small group boosters for those needing a little extra

Weekly decodable home reading book

Daily reading for pleasure text to take home

Access to online e-books which are entirely decodable and support home learning

### **Year 2 reading offer**

Reading lesson x 5 days a week

Daily reading for fluency and decoding

Weekly whole class reading diet where your child will read a variety of text types

Weekly individual readers

1:1 and small group boosters for those needing a little extra

Weekly decodable home reading book if required

Daily reading for pleasure text to take home

Daily whole class story time

### **Year 3/4/5 reading offer**

Reading lesson x 5 days a week

Daily reading for fluency and decoding

Weekly whole class reading diet where your child will read a variety of text types

Weekly individual readers

1:1 and small group boosters for those needing a little extra

Age appropriate reading book to take home

Daily whole class story time

### **Year 6 reading offer**

Reading lesson x 5 days a week

Daily reading for fluency and decoding

Weekly whole class reading diet where your child will read a variety of text types

Weekly individual readers

1:1 and small group boosters for those needing a little extra

Age appropriate reading book to take home

Daily whole class story time

Weekly reading booster

