



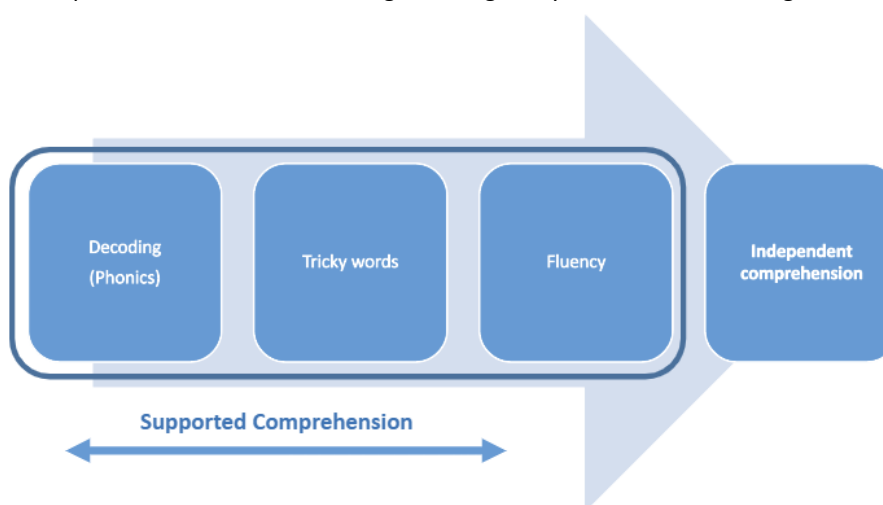
# Primary Reading Handbook

Our aim is to make reading enjoyable, engaging and meaningful so that children have positive experiences of reading; gaining powerful skills for future use. We strive to make reading interesting - extending children's knowledge and broadening their comprehension and fluency by providing a wide range of high-quality, inspiring texts that are appropriately challenging.

We aim to develop reading ability by developing knowledge/skill in the following areas:

| Word Reading         |                        |         | Reading Comprehension |                     |                        |
|----------------------|------------------------|---------|-----------------------|---------------------|------------------------|
| Phonics and decoding | Common exception words | Fluency | Word meaning/ vocab   | Retrieval           | Sequence and summary   |
|                      |                        |         | Inference             | Prediction          | Comparing/ contrasting |
|                      |                        |         | Authorial intent      | Poetry/ performance | Non-fiction            |

Reading skillset is developed as follow – with decoding, learning tricky words and becoming fluent being the priority:



| Reading Provision                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Phonics Sessions</b><br>Teaches pupils to match the sounds of spoken English with individual letters or groups of letters – they learn how to segment and blend sounds to help them to decode unfamiliar words.                                                                                                                                                                                                                                                        |
| <b>Whole class English lessons (KS1 and KS2)</b><br>Gives pupils more access to quality texts – allowing them to develop and apply phonic knowledge; comprehension and a broad understanding of a range of text types, genres and authors. In these lessons pupils also participate in discussion about books and they develop their knowledge of grammar, punctuation, spelling (using knowledge of phonics and common exception words), vocabulary and authorial style. |
| <b>Whole class Reading</b><br>Allows pupils to apply their phonic knowledge and develop reading comprehension skills focused around word meaning/vocab, retrieval, inference, prediction and summarising. They explore, compare and contrast a wide range of texts to consider authorial intent.                                                                                                                                                                          |
| <b>Reading 1:1 with an adult</b><br>Provides a more focused opportunity for pupils to apply phonic knowledge, develop comprehension skills and ultimately practice becoming fluent readers.                                                                                                                                                                                                                                                                               |
| <b>Listen to an adult reading aloud (daily)</b><br>Enjoying a good 'class book' promotes reading for pleasure and exposes pupils to additional book talk and comprehension development.                                                                                                                                                                                                                                                                                   |
| <b>Independent Reading</b><br>As a result of becoming fluent readers, children will develop a love of books and will select an appropriate range of books to enjoy independently – developing the reading ability in the process.                                                                                                                                                                                                                                         |

### Reading Intervention

Where pupils are struggling to make as much progress as expected with their ability to word read and/or comprehend text, additional support in the form of intervention will be provided. This provision will be centred around specific areas of need/gaps in knowledge.

### Reading Clubs

These will help to further promote a love of reading and give pupils more opportunities to develop as readers.

## Phonics

Children are taught phonological awareness in order to hear, say, segment and apply the sounds in spoken words. The teaching of phonics helps children to connect the sounds of spoken language with letters or a group of letters. Phonics is taught in school from Nursery upwards.

Sequences of lessons encourage the following:

- Teaching all of the 42 letter sounds/phonemes
- Teaching correct letter formation
- Teaching tricky words (common exception words)
- Developing segmenting skills for spelling
- Developing blending skills for reading
- Introducing alternative spellings of vowels
- Developing an early understanding of syllables and rhyme

Phonics is taught discretely in Foundation Stage and Key Stage One – discrete lessons will continue for individuals/groups in Key Stage Two as necessary.

Phonetic understanding is assessed as pupils progress through phonics phases using Phonics Tracker. In addition to this continuous assessment, pupils are assessed summatively in the Phonics Screening Check at the end of Y1. Any child who do not pass the test will re-take it at the end of Year Two. This screening check tests pupils' phonetic understanding by asking them to read nonsense words.

|     |     |                                                                                       |
|-----|-----|---------------------------------------------------------------------------------------|
| in  | ot  |   |
| at  | vap |  |
| beg | osk |  |
| sum | ect |  |

The Little Wandle phonics programme is used to help pupils develop decoding skills (with a focus on tricky words), it also supports spelling and transcription progression, as well as helping to build fluency skills. Progression of GPCs and tricky words can be found here:

[Programme Overview Reception and Year 1.indd](#)

### 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 Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

### 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.
- Any child in Year 1 who is not on track in their Phonics journey will receive a 'Get Back on Track' diet, which consists of two phonics sessions per day.
- We timetable daily phonics lessons for any child in Year 2 and above 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 Rapid Catch-up assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid Catch-up resources – at pace.
- These short, sharp lessons last 15-20 minutes daily and have been designed to ensure children quickly catch up to age-related expectations in reading.

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

- We teach children to read through reading practice sessions at least 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 Years 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books to build their reading fluency

### Additional reading support for vulnerable children

- Children throughout school who are receiving additional phonics Keep-up sessions, or additional reading interventions read their reading practice book to an adult daily. Reading interventions are prioritised in our timetables.

## Whole Class Reading Lessons

Pupils in Year 2 (when they can decode and read fluently) and throughout Key Stage 2 have a focus on developing reading comprehension skills through English lessons and/or through discrete reading lessons, where appropriate. These lessons:

- Expose pupils to a **high-quality range of texts**, which are dissected by the class through high-level questioning and discussion
- Include a range of activities – not all of which have to have a written outcome – that enable children to **develop their word reading and reading comprehension skills** (linked to the Content Domains assessed at the end of Ks1 and Ks2).

### High-quality Range of Texts:

Across each year group, pupils will be exposed to a range of texts (full books, extracts and non-fiction), including:

| Fiction                                                                                                                                                                                        |                                                                                                                                                                                                                                                           |                                                                                                                                                                              |                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sci-fi                                                                                                                                                                                         | Fantasy                                                                                                                                                                                                                                                   | Thriller                                                                                                                                                                     | Real Life                                                                                                                                                                                     |
| Fiction based on imagined future scientific or technological advances, frequently portraying space, time travel and life on other planets.                                                     | Fantasy literature is often set in an imaginary universe. Magic, the supernatural and magical creatures are common in many of these imaginary worlds.                                                                                                     | Thrillers are dark, high stakes and suspenseful plot-driven stories. The thriller genre often includes unexpected plot twists, a wicked characters and page-turning tension. | Realistic fiction consists of stories that could occur to people in a believable setting - resembling real life, fictional characters within these stories react similarly to real people.    |
| Historical                                                                                                                                                                                     | Myths and Legends                                                                                                                                                                                                                                         |                                                                                                                                                                              | Mystery                                                                                                                                                                                       |
| Historical fiction is where a fictional plot takes place in the setting of real historical events This often features creating imagined stories or characters within real historical contexts. | Myths are set in the past and often explain how things came to be, or why they are as they are. Some are thought to be based on true events, but have developed fictional elements, which can have significance to the culture from which they originate. |                                                                                                                                                                              | Mystery fiction is where the nature of an event, usually a crime, remains mysterious until the end of the story. Mystery stories revolve around a main character on a quest to solve a crime. |
| Non-Fiction                                                                                                                                                                                    |                                                                                                                                                                                                                                                           |                                                                                                                                                                              |                                                                                                                                                                                               |
| Information texts                                                                                                                                                                              | Persuasion texts                                                                                                                                                                                                                                          |                                                                                                                                                                              | Discussion texts                                                                                                                                                                              |
| These texts could be linked to a relevant topic and used to benefit learning in other subjects.                                                                                                |                                                                                                                                                                                                                                                           |                                                                                                                                                                              |                                                                                                                                                                                               |

Please see the following documents for more information on the reading spine:

- [Primary Reading Spine](#)
- Reading Spine – Book Information

### Developing Reading Skill:

|                           | EYFS                                                                                                                                                                                                   | KS1                                                                                                                           |                                                                                                                                                          |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Word reading              | <ul style="list-style-type: none"> <li>• Phonics and decoding</li> <li>• Common exception words</li> <li>• Fluency</li> </ul>                                                                          | <ul style="list-style-type: none"> <li>• Phonics and decoding</li> <li>• Common exception words</li> <li>• Fluency</li> </ul> |                                                                                                                                                          |
| Reading comprehension     | <ul style="list-style-type: none"> <li>• Word meaning/vocab</li> <li>• Retrieval</li> <li>• Inference</li> <li>• Prediction</li> <li>• Compare, contrast and comment</li> <li>• Performance</li> </ul> | Skill                                                                                                                         | Content Domain                                                                                                                                           |
|                           |                                                                                                                                                                                                        | Word meaning/vocab                                                                                                            | <ul style="list-style-type: none"> <li>• 1a: Draw on vocabulary to understand texts</li> </ul>                                                           |
|                           |                                                                                                                                                                                                        | Retrieval                                                                                                                     | <ul style="list-style-type: none"> <li>• 1b: Identify key aspects of fiction/non-fiction – such as characters, events, titles and information</li> </ul> |
|                           |                                                                                                                                                                                                        | Sequence/summarise                                                                                                            | <ul style="list-style-type: none"> <li>• 1c: Identify and explain the sequence of events in texts</li> </ul>                                             |
|                           |                                                                                                                                                                                                        | Inference                                                                                                                     | <ul style="list-style-type: none"> <li>• 1d: Make inferences from the texts</li> </ul>                                                                   |
|                           |                                                                                                                                                                                                        | Prediction                                                                                                                    | <ul style="list-style-type: none"> <li>• 1e: Predict what might happen on the basis of what has happened so far</li> </ul>                               |
|                           |                                                                                                                                                                                                        | Compare, contrast and comment                                                                                                 |                                                                                                                                                          |
|                           |                                                                                                                                                                                                        | Performance                                                                                                                   |                                                                                                                                                          |
| ... including exposure to | Poetry<br>Non-fiction                                                                                                                                                                                  | Poetry<br>Non-fiction                                                                                                         |                                                                                                                                                          |

|                           | KS2                                                                                                    |                                                                                                                                                                                                                                                      |
|---------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Word reading              | <ul style="list-style-type: none"> <li>Phonics and decoding</li> <li>Common exception words</li> </ul> |                                                                                                                                                                                                                                                      |
| Reading comprehension     | Skill                                                                                                  | Content Domain                                                                                                                                                                                                                                       |
|                           | Word meaning/vocab                                                                                     | <ul style="list-style-type: none"> <li>2a: Give/explain the meaning of words in context</li> </ul>                                                                                                                                                   |
|                           | Retrieval                                                                                              | <ul style="list-style-type: none"> <li>2b: Retrieve and record information. Identify key details from fiction/non-fiction</li> </ul>                                                                                                                 |
|                           | Sequence and summarise                                                                                 | <ul style="list-style-type: none"> <li>2c: Summarise main ideas from more than one paragraph</li> </ul>                                                                                                                                              |
|                           | Inference                                                                                              | <ul style="list-style-type: none"> <li>2d: Make inferences from the text. Explain and justify inferences with evidence from the text</li> </ul>                                                                                                      |
|                           | Prediction                                                                                             | <ul style="list-style-type: none"> <li>2e: Predict what might happen from details stated and implied</li> </ul>                                                                                                                                      |
|                           | Compare, contrast and comment                                                                          | <ul style="list-style-type: none"> <li>2h: Make comparisons within the text</li> </ul>                                                                                                                                                               |
|                           | Authorial intent                                                                                       | <ul style="list-style-type: none"> <li>2f: Identify/explain how information/narrative is related and contributes to the meaning as a whole</li> <li>2g: Identify/explain how the meaning is enhanced through choice of words and phrases.</li> </ul> |
|                           | Performance                                                                                            |                                                                                                                                                                                                                                                      |
| ... including exposure to | Poetry<br>Non-fiction                                                                                  |                                                                                                                                                                                                                                                      |

Please see the following documents for more information on the development of reading skills:

- Reading Skills Progression
  - [EY/KS1](#)
  - [KS2](#)
- Reading Skills – [Year group overviews](#)

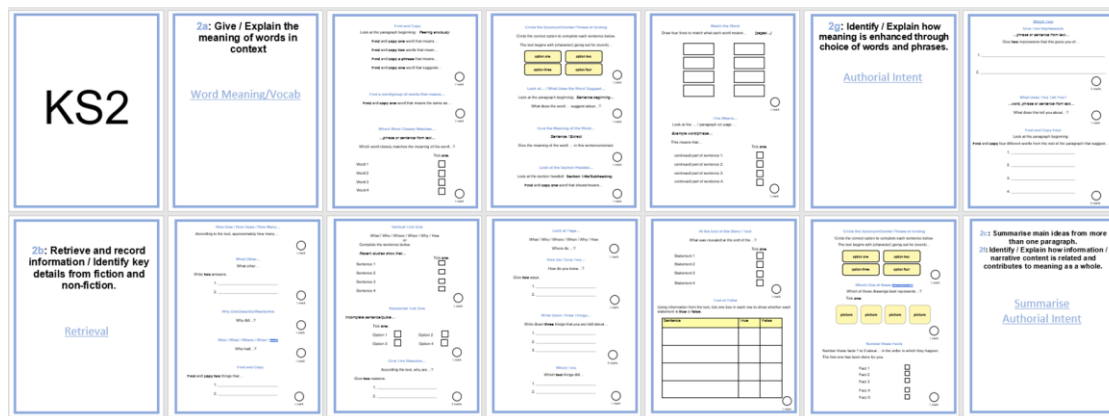
## Teaching Reading Lessons

**Suggested** routine:

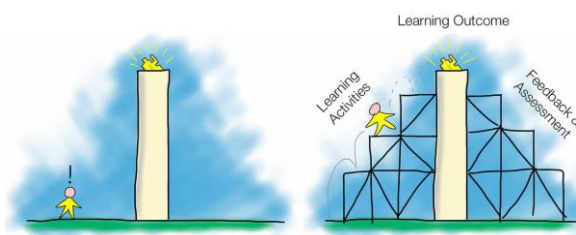
|          | Focus                                                                                                                                                                                                                                                                                    | Points to note                                                                                                                                                                                            |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lesson 1 | Read/dissect – practice retrieval to get the ‘gist’ of the text: <ul style="list-style-type: none"> <li>Who</li> <li>What</li> <li>Where</li> <li>When</li> <li>Why?</li> </ul> Focus on the skill of skimming and scanning<br>Word meaning/ vocab to aid full understanding of the text | Enjoy the text!<br><br>Talk is really important here!<br><br>Word tasks<br><br>Texts should, where possible, link to writing units and/or areas of the curriculum being taught.                           |
| Lesson 2 | Re-read, recap the ‘gist’<br><br>Question set – questions domains to suit the needs of the class                                                                                                                                                                                         | See docs for templates/stems<br><br>Focus on talk in Lesson 3 whilst evaluating and comparing answers<br><br>Lesson 4 is intended to help children be more fluent in answering questions through practice |
| Lesson 3 | Review yesterday’s questions – find the answers in the text, discuss answers, <b>model</b> , evaluate success                                                                                                                                                                            |                                                                                                                                                                                                           |
| Lesson 4 | Question set – fewer SATs style questions (focusing on same content domains as lesson 2) with more independence – guided by previous two lessons<br><br>Review, model, guide                                                                                                             |                                                                                                                                                                                                           |

|          |                                                                                                                                               |  |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------|--|
| Lesson 5 | Reading for pleasure (avoid purposeless reading – is DEAR always effective!)<br>Mixed practice (SATs style booklets)<br>Read Theory, AR, Star |  |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------|--|

There are editable question templates available for each domain/skill per phase:



## Scaffolding/Support



Reading sessions take place with the whole class – in order for all pupils to be able to engage with the lesson, scaffolding could be essential. Scaffolding is strategic support, put into place by the teacher; to give pupils the support they need to cope with what they are being asked to learn/practice.

Lessons/reading tasks could be scaffolded in various ways, including:

- Picture clues when working on vocab/word meaning tasks
- Text markers (i.e. coloured shapes), correlated with questions, to guide and direct children to evidence in a text that is required for an answer
- Fewer words to skim and scan or fewer pieces of vocab to explore in work tasks
- Use of shorted or longer extracts
- Use of the same text but accompanied by different question types (i.e. more retrieval questions)
- Fewer questions to answer

## Points to note:

- There is no expectation of texts to be stuck into books unless there has been a particular focus on text marking or highlighting and the teacher feels this is purposeful to learning

- Ensure that there is a balance of fiction, non-fiction, poetry and reading from across the curriculum e.g. texts which supplement geography work, artists, history etc.
- With class books, teachers may dip into chapters of the book but there should not be a continuous focus over a number of weeks on this text as this may impact upon pupils' enjoyment of the book
- Pupils should complete question sets in a variety of ways:
  - Sometimes on paper/sheets – to give them practice of SATs style question completion
  - Sometimes answers to questions can be written directly into exercise books.
- Ensure mixed practice: SATs require children to tackle all domains/reading skills at once, for one text
- Focus on key domains/skills that need to be developed using gap analysis/teacher assessment/QLA
- Don't forget what children are capable of – maintain high expectations of the volume of questions children should be able to deal with at once
- Pace and stamina are important – this won't come until fluency is established – a real understanding of how pupils become fluent is key (fluency is unpicked as part of 'word reading' skills progression)

### **Independent Reading**

As part of phonics learning, all pupils who are still working within phonics phases will have access to a phonics matched book from the Little Wandle Programme.

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 share the research behind the importance and impact of sharing quality children's books with parents through workshops, leaflets and the [Everybody read!](#) resources.
- 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.

### **Fluent readers who have completed the phonics code - Accelerated Reader**

Pupils who have completed the phonics code and are reading with fluency levels of 120 words per minute will access Accelerated Reader. This system gives teachers and pupils support in ensuring they choose appropriate and progressively more challenging books. Through engaging in digital Star Reader assessments, the system intelligently directs pupils to a 'ZPD' (zone of proximal development) level. Each level is banded and all books in school are categorised into these bands. Children know which band to choose from and, as a result, read books that are appropriate in helping them to develop their reading skills.

After each book has been read, children complete a digital AR quiz on the title – their success in this quiz then feeds into the Star Reader assessment information and intelligently adjusts bands/levels accordingly.

A comprehensive set of reports inform teachers how much a pupil has been reading, at what level of complexity, and how well they have understood what they have read. Vocabulary growth and literacy skills are also measured, giving teachers insight into how well students are responding to book choices and class instruction.



## Reading Assessment

### Phonics and Early Reading 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:
  - daily within class to identify children needing Keep-up support
  - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- **Summative assessment** for [Reception](#) and [Year 1](#) is used:
  - 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.
  - 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.
- **Fluency assessments** measure children's accuracy and reading speed in short one-minute assessments. They are used:
  - in Year 1, when children are reading the Phase 5 set 3, 4 and 5 books
  - with children following the Rapid Catch-up programme in Years 2 to 6, when they are reading the Phase 5 set 3, 4 and 5 books
  - to assess when children are ready to exit their programme. For Year 1 children, this is when they read the final fluency assessment at 60–70+ words per minute. Older children can exit the Rapid Catch-up programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations. After exiting their programme, children do not need to read any more fully decodable books.
- A **placement assessment** is used:
  - with any child new to the school in [Reception](#) and [Year 1](#) to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.
- The **Rapid Catch-up assessment** is used
  - with any child new to the school in Year 2 and above to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.

### Statutory assessment in Phonics

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

### Ongoing assessment for Rapid Catch-up in Years 2 to 6

- Children in Year 2 to 6 are assessed through:
  - the Rapid Catch-up initial assessment to quickly identify any gaps in their phonic knowledge and plan appropriate teaching
  - the Rapid Catch-up summative assessments to assess progress and inform teaching
  - the Rapid Catch-up fluency assessments when children are reading the Phase 5 set 3, 4 and 5 books for age 7+.
- The fluency assessments measure children's accuracy and reading speed in short one-minute assessments. They also assess when children are ready to exit the Rapid Catch-up programme, which is when they read the final fluency assessment at 90+ words per minute.

### Summative Reading Assessment Years 2-6

- In Year 2 and Year 6, children will undertake their SAT's each year and the school will be able to measure their attainment (whether they have reached or exceeded the nationally expected standard) and their progress (whether they are progressing at a sufficient rate) through the National Curriculum.
- The children sit a past SAT's paper on a termly basis to prepare them for the test and inform teacher judgements.
- Teachers also use SATs style assessments in Years 3, 4 and 5 on a termly basis (Year 1 in the Summer term) to provide summative data which enables teachers to adapt lesson delivery and task design. Question level analysis is carried out after every assessment so that gaps can be identified and then progress is accelerated.