



High Lane Primary School

'Once you learn to read, you will be forever free.'

(Attributed to Frederick Douglass)

Approach to Reading

What is important to us in our English curriculum?

At High Lane we strongly believe that enthusiastic, curious readers develop the tools to become creative, accomplished pupils in many other curriculum areas, including writing. Therefore, we encourage the children to develop a love of books throughout the school. This is done in a variety of ways, including: providing high quality age appropriate books in each classroom and in the school library; inviting children to share their favourite books amongst their peers; exposing children to a variety of texts through our English curriculum; involving the whole class in the reading of a class novel.

What does the reading process look like at High Lane?

The early stages of word reading is taught through grouped phonics sessions, with an importance placed on children understanding the meaning of words that they are able to read. Comprehension skills are developed during guided reading and whole class reading sessions; these sessions aim to build children's linguistic knowledge and comprehension skills through questioning around six areas: vocabulary, inference, prediction, explanation, retrieval, sequencing/summarising (VIPERS). During reading sessions, children are exposed to wide variety of fiction, children's classics, non-fiction, poetry and picture books in order to develop their knowledge of themselves and the world in which they live and to gain knowledge across the curriculum. Reading a wide variety of texts also increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech.

As well as these reading sessions, children in all Year groups will be read a class novel for 10-15min every day. This ensures that children have access to, and study, a text in its entirety from start to finish and build the skill of following a text through. Particularly in KS2, lessons linked to the class novel will focus on the skills of prediction and summary as these are better applied to the entirety of a text. Other reading sessions will focus on vocabulary, retrieval, inference and sequencing skills.

What a typical phonics session looks like

- Children work in small groups based on phonic level and need. (This is flexible and changes often)
- Children revisit/review previous taught graphemes
- New phonemes and/or related graphemes are taught
- Children read new words applying taught phoneme
- Children read pseudo words applying taught phoneme
- Maths, topic and vocabulary extension words are included where appropriate
- Children count sounds within 'real words'
- Children apply new phonemes in spelling
- 'Tricky words' linked to current phase may be read

See Appendix 1 for further details

What a typical guided reading session looks like

A typical reading session would include groups of children working at their level at some of the tasks detailed below

- Some children are pre-reading tricky/HFW before attempting to read a text
- Some children may read in pairs. One pointing to each word whilst the other reads
- Some children will read independently and discuss the text
- VIPERS are used for questioning/activity in order to develop their comprehension skills
- Some children may complete a follow up activity within the guided reading session or in the next guided reading session
- Some children may complete written responses based on assessment foci

What a typical whole class reading session looks like

Whole class reading sessions are either linked to the class novel or a specific themed text, including: poetry, fiction, non-fiction or picture book (more details of this can be found in our 'Approach to Reading' document. A whole class reading session might include:

- Initial shared reading of a high quality extract
- Modelling of reading by the class teacher
- Precise questioning based on VIPERS to prompt children's thinking, enabling them to develop their understanding of different aspects of a text or visual prompt
- Paired work to support all and challenge all children
- Opportunities for independent reading and completion of tasks independently
- Group discussion to develop speaking and listening skills
- Opportunities for children to review and build on their own work
- The use of visual prompts to support learning
- An opportunity to review prior learning

How is our reading process monitored?

Each teacher records the class novels and texts they use across the year to ensure subject leaders can monitor the quality and variety of stimuli. Subject leaders monitor teachers planning and children's books for evidence of activities that enhance children's word reading and comprehension skills. Children are also asked their thoughts and opinions about the class novel.

How is reading assessed?

Teachers use a range of strategies, including testing, in order to assess children's reading. These include:

- Phonics screening tests
- PM benchmark
- Salford reading tests
- A variety of formal reading tests
- Targeted questions, completed independently, during whole class reading sessions

Appendix 1

Phonics session sequence (20 minutes – approx.)

Introduction

Revisit/Review

Quick revision of previous and/or tricky graphemes/sounds. 'Speed sounds.'

(Put unknown sounds back into the pack)

Teach

Introduce Focus grapheme/sound

Practice

Review new grapheme/sound with other known sounds

Apply in reading

Read focus grapheme/sound in words.

Read focus sound in other words with known sounds.

Read sound in nonsense words.

(Use dots and dashes to begin with and then remove). Use 'Special Friends,' 'Fred Talk,' read the word. (This can be done 'out loud' and 'in your head.')

Apply in writing

Choose 2 or 3 words to write using the taught grapheme/sound.

Assess

Ongoing within each step