

Reading Strategy at Northwood

The curriculum is at the heart of children's education and reading is at the heart of our English curriculum. Reading is a vital skill for life, and confident readers will have the ability to access rich life experiences and develop positive life-long attitudes towards reading. Teaching children to read is the greatest gift we, as educators, can give - and fostering positive attitudes to reading is key to this.

Intent:

We need to ensure three main aims are met through our teaching:

1. children are able to read and, ultimately, are able to read fluently and confidently;
2. children are able to understand texts and, age appropriately, are able to infer and deduce information from what they have read;
3. children develop a passion for reading which extends beyond primary school and remains.

To meet these aims, we will:

- ensure reading is, and remains to be, prioritised by all staff, including school leadership;
- teach a clear and consistent synthetic phonics programme which clearly supports pupil progress;
- foster a love of reading through a variety of strategies and approaches;
- support pupils who fall behind to catch up quickly.

Implementation:

Reading in English lessons

We see English lessons as a key cornerstone in building pupils' fluency and understanding in reading. We plan for and resource excellent reading opportunities to meet the needs of the learners in each class. Reading is placed at the heart of our English curriculum, to give our learners the skills necessary to become life-long learners and build the transferable skills required for their further education and life chances. Learning within English lessons is driven by our reading offer and a key class text.

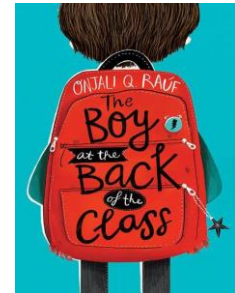
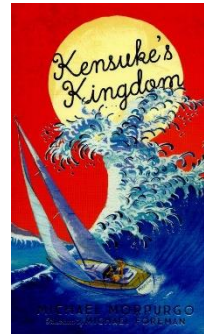
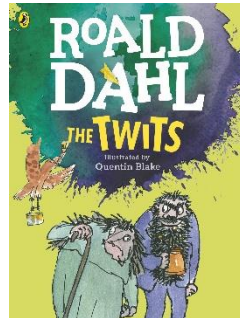
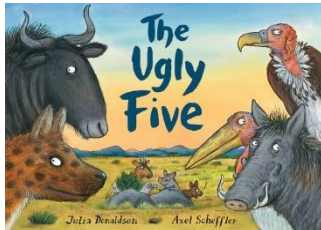
Teachers teach the National Curriculum that is relevant to their stage in school, ensuring a clear level of progression. Using the correct text level for the year group and the relevant foci from the curriculum, teachers ensure that learning is progressive and effective within reading. A link for the National Curriculum objectives that we teach and the Trust objectives we assess using is at the end of this document. Within the class, we see the impact in both the learners' confidence around discussing texts and their ability to read texts to an ever-increasing level.

- Use of text in class

We believe that high quality texts are an essential part of the school curriculum and that learners are entitled to a range of high quality texts across all genres across the year. We believe that learners should be immersed in a text-rich learning experience.

Our systems in place ensure that children access high quality texts, from a range of authors and genres, across English lessons, reading lessons and reading for pleasure sessions. We recognise the

value in a class sharing a story together and prioritise this within the curriculum, with teachers sharing a passion for reading with their learners by reading for pleasure daily with their class, with a progression in the texts used across school (from picture books and nursery rhymes through to longer novels and narrative poems for example). The impact of using quality texts is noticeable in pupils' work; they show a good level of understanding in both their written work and their reading work due to this.



- Reading in wider curriculum

We intend for reading to be seen as a vital part of our offer by staff, children and parents/carers. We promote reading in all areas and recognise how vital it is for pupils' future success in all areas of the curriculum and wider life, including further education and the workplace. We endeavour to build in valuable experiences in a range of contexts and curriculum areas. Teachers utilise texts and reading opportunities across the whole curriculum, being mindful of the ability and interests of the pupils in their class. Children will get the opportunity to develop subject specific skills as they progress through school, for example learning how to read as a historian or as a scientist.

Equally, the approach used in reading sessions means that teachers are able to link reading texts to their wider curriculum at points throughout the year to give more opportunities to embed reading across subjects and build a passion for both learning and reading. Children will accrue a wide range of knowledge and skills due to the reading they have undertaken, recognising that not only is reading a pleasurable experience, but it is also a vital skill across all areas of learning.

- Home reading

At Northwood, we passionately believe in the power of home reading; it enables further practise of the skills children have been taught, develops engagement and builds a life-long passion for reading. We expect all pupils to read at home regularly and provide them with texts to do so – younger children will be given books aligned to their phonic knowledge and teaching, whilst children accessing the Accelerated Reader programme (generally Y2 and above) will have books based upon their reading age and ability.

Teachers monitor the engagement in regards to reading at home across their class (this includes taking a daily register that monitors the children who have their books in school and those that have read at home). This should be discussed and celebrated as a class regularly, including having discussions with individual children/parents if a concern is noticed. Alongside this, as a school we capture how many times each child has read at home each half term, allowing us to track progress, identify areas of concern and share good practice in regards to encouraging home reading. We aim for children to read at home at least 3 times a week.

To allow pupils to demonstrate that they have read at home, all children are given a reading record (see below for an image of one). Rewards are also given each half term based upon the number of times a child has read at home.



Autumn 2
Reading Record

Name:
Class:
Book Level:

What is the Reading Record?
Welcome to our new style reading record! This new system is designed for us to easily track how often children are reading at home, making it really clear for everyone involved. This new system is simple to use and will help us promote reading at home across the school – there are also exciting incentives on offer for all children who read at home regularly!

How does it work?
The Reading Record is broken up into the number of weeks available in this half-term. You will notice a new table for each week, with a space for all seven days within each table. Underneath each date you simply mark and initial if your child reads at home. See below for an example week, where the child read on Monday, Wednesday, Thursday and Saturday.

Example

Day	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Did you read?	✓		✓	✓		✓	
Page Number	GC		GC	GC		GC	
Comments	1-12		12-19	19-28		28-40	

Week 1

Day	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Did you read?							
Page Number							
Comments							

Week 2

Day	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Did you read?							
Page Number							
Comments							

Incentives
Incentives are based on how often your child reads at home – an average of twice a week for the first reward, three times a week for the second and four times a week for the final. This half term the rewards and the amount of marks needed are as follows:

- 20 Marks – An extra break time and a lucky dip prize.

Reading Records – FAQ

- Is there a set amount a child has to read for each day?
No – we recommend around 15 minutes, however there is no set limit.
- If my child is reading shorter books, do they need to read the whole book each time?
No – there is no need for the whole book to be read in one go.
- Do the reading record rewards replace Accelerated Reader in Key Stage two?
No – this works alongside AR to help pupils achieve their targets. There will still be a separate reward for all that reach 100% in their target.
- If a child doesn't read one week, does that mean they can't earn the prize?
No – the marks are taken over the whole half term, it doesn't matter if it takes you two weeks to earn enough marks for a reward or all six.
- Can my child only read each book once?
Yes – due to how we use Accelerated Reader in school, once a child has completed their quiz for a book they cannot read the quiz.

If you have any other questions, please do not hesitate to discuss these with your child's teacher.

Phonics at Northwood

At Northwood, we are passionate about ensuring all children become confident and enthusiastic readers and writers. We believe that phonics provides the foundations for learning to make the development into fluent reading and writing easier. Through daily, systematic and consistent high quality phonics teaching, children learn to segment words to support their spelling ability and blend sounds to read words. Children are also taught to read and write tricky words; these are the words that are not phonetically decodable to the early reader.

At Northwood we have chosen to use a synthetic phonics programme called Little Wandle Letter and Sounds Revised. All of the staff at Northwood are fully trained in the teaching of phonics and early reading. It requires great effort for children to learn to decode words and sentences – they may be able to read words and sentences but not understand what they mean. Therefore, our expert teachers support pupils to develop their comprehension and understanding of a text. Phonics learning starts from the moment children start their journey with us. See the table at the end of the document for the teaching progression.

Group Reading Practice (Reception and Year One)

We believe that Reading Practice Sessions are key in ensuring that our youngest children learn to become fluent readers and can read with understanding. Pupils receive three, weekly Reading Practice Sessions with their teacher that focus on decoding, prosody and comprehension. Children in Reception and Year One are issued with a phonetically decodable book that matches their phonic ability and use these texts during Reading Practice sessions in school. Children take these books home after three Reading Practice sessions to share with their family. Pupils also take a reading for pleasure book home in addition to this to build their love of reading and comprehension skills.

Teachers listen to each group during these sessions; those who are not reading with the teacher develop their basic skills in handwriting and spelling in Year 1. Children will read three days a week in this style, either Monday-Wednesday, or Wednesday-Friday depending on their group.

The Reading Practice sessions fit an assigned structure with a key teaching focus, as outlined below:

Session 1: Decoding

This session focuses on decoding the text. The children will concentrate on applying their phonic knowledge and developing fluency when reading the words in the book.

Session 2: Prosody

This reading session provides the opportunity for children to read the book again and practise reading with prosody so the children develop reading with appropriate meaning, stress and intonation. It provides an opportunity to explore characters' feelings, what words mean and how punctuation adds to the meaning.

Session 3: Comprehension

The children should be automatically applying their decoding skills to read with greater accuracy and fluency, enabling their working memory to be freed up to focus on comprehension. The purpose of this reading practice session for comprehension is to develop the children's comprehension skills by using the reading content domains (2015 Key Stage 1: English reading test framework).

- Draw on their knowledge of vocabulary to understand texts.
- Identify/explain key aspects of fiction and non-fiction texts.
- Identify and explain the sequence of events in the text.
- Inference and deduction.
- Prediction. As the children become more proficient with understanding how to find information, the skills of skimming and scanning can be introduced to find information quickly.

The reading practice session on comprehension should focus on a specific reading domain to avoid overloading the children's working memory.

- **Reading in Year 2**

Our reading provision for Year 2 changes and adapts to meet the needs of the children over the school year, enabling an effective transition from our phonics-based teaching of reading to our whole class reading approach. At the start of the year, some children may still be accessing Little Wandle Letters and Sounds Revised as part of their reading intervention, to allow consolidation of knowledge and to enable them to become fluent and effective readers. They will access small group teaching and take part in reading practise sessions with peers. These children will still be accessing phonetically decodable reading books for home alongside their in school learning.

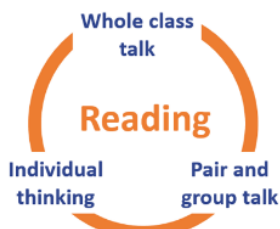
During Year 2, the teaching of reading is a high priority and opportunities to read come across the curriculum. Children develop in-depth knowledge of stories during English lessons and experience a daily 'story time' as a class. Alongside this, children access Focused Reading Sessions. These sessions are carefully planned for and fit in with a structure that is designed to give readers the experiences needed to progress and succeed; before reading discussion, individual reading and after reading discussion.

Children are grouped by teachers depending upon their learning needs and experience focused time with their teacher where they can develop all areas of reading. This prepares them for success as readers and allows for targeted support and extension. Focused Reading sessions typically last around 15 minutes.

During Focused Reading a range of reading strategies are *formally taught* and/or consolidated. Teachers select texts to match the needs of the group so that our children, with guidance, are supported to read sections or whole texts independently, depending on the needs of the children. Every student has their own copy of the same text so that they can read effectively. Children complete this three times a week. Those still accessing Little Wandle Letters and Sounds will complete their group reading with the teacher in this time until they are ready to access Focused Reading.

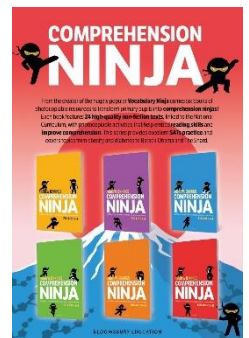
Alongside this, two days a week reading sessions will focus on a Comprehension Ninja text – these non-fiction texts are age-appropriate and allow for a systematic building of decoding and comprehension skills. This will allow children to build the skills needed to succeed as a reader as well as gain the skills needed to be KS2 ready. Year 2 will transition to using the Whole Class Reading system detailed below for Summer 2.

- Whole Class Reading in KS2



We have implemented a whole class reading approach in KS2 based upon research and positive school based trials. We believe that it gives all learners the ability to interact successfully with high-quality texts, whilst also allowing children to build their comprehension and understanding skills with a text that may be beyond their own reading level. All children have access to a daily reading lesson delivered by the class teacher in a quality-first approach.

This system allows learners at all levels to be successful, build a love of books and work with a wide variety of texts- children build their comprehension and understanding skills at an age appropriate level daily, even if they are still developing their word recognition skills. As part of this, children are read to every day for 15 minutes; we believe this is a core part of a child's experience of our reading curriculum. The text used should be challenging and allow children to think about and enjoy a text at a deeper level. Only the class teacher should read the class novel aloud so that children develop the best possible understanding of it, modelling fluent reading and the process of reading for meaning. We study this book three times a week in class reading sessions (with it also driving English lessons), with the other two lessons using Comprehension Ninja. Work comprises a mixture of individual and partner work, including a balance between oral and written answers.



There is a whole class reading session every day in KS2 that lasts between 30 and 40 minutes, depending on the day in our structured overview. We study a huge range of texts over the year and teachers also identify any children who need small group reading sessions in addition to this as intervention. Training around the whole class reading structure is given to all staff, with resources shared to aid the planning of the sessions (a planning format is also used to ensure the structure is consistent). Within lessons, we follow the structure of teach, practise and apply – we actively teach the children how to complete a certain skill, then practise it in a class, group or partner scenario, before we then apply the skill we have learnt on an individual level. See a link at the end of this document for a guide on how we use this system, including guidance on planning, resourcing and an explanation of the structure used and research that underpins it.

Week 1

<u>Session 1</u>	<u>Session 2</u>	<u>Session 3</u>	<u>Session 4</u>	<u>Session 5</u>
Text – Class text (as used in English lessons)	Text – Class text (as used in English lessons)	Comprehension Ninja	Comprehension Ninja	Text – Class text (as used in English lessons)
First, read the text together. Teacher reads.	First, read the text together. Teacher reads.	First, read the text. Children read (either individually or with a partner).	First, reread the text. Children read – address misconceptions and consolidate vocabulary.	First, read the text together. Teacher reads.
Retrieval quiz – 5-8 questions to check understanding.	Focus on authorial intent/explanation skills/inference	Retrieval quiz – 5-8 questions to check understanding.	Teach the skills that are the focus for Comprehension Ninja this half term.	Model how to answer certain questions and teach a range of reading comprehension skills.
Work on a curriculum skill, such as summarising or predicting.	Children answer a selection of questions independently	Vocabulary work based on the text. Images must be used alongside vocabulary.	Children to tackle questions using the taught skills.	Children to complete a reading comprehension written by the teacher. The class will then discuss the answers.

Week 2

<u>Session 1</u>	<u>Session 2</u>	<u>Session 3</u>	<u>Session 4</u>	<u>Session 5</u>
Text – Class text (as used in English lessons)	Text – Class text (as used in English lessons)	Text – Class text (as used in English lessons)	Comprehension Ninja	Comprehension Ninja
First, read the text together. Teacher reads.	First, read the text together. Teacher reads.	First, read the text together. Teacher reads.	First, read the text. Children read (either individually or with a partner).	First, reread the text. Children read – address misconceptions and consolidate vocabulary.
Retrieval quiz – 5-8 questions to check understanding.	Focus on authorial intent/explanation skills/inference	Model how to answer certain questions and teach a range of reading comprehension skills.	Retrieval quiz – 5-8 questions to check understanding.	Teach the skills that are the focus for Comprehension Ninja this half term.
Work on a curriculum skill, such as summarising or predicting.	Children answer a selection of questions independently	Children to complete a reading comprehension written by the teacher. The class will then discuss the answers.	Vocabulary work based on the text. Images must be used alongside vocabulary.	Children to tackle questions using the taught skills.

- Reading intervention

We believe that well planned for and targeted intervention can be highly impactful in terms of supporting learners develop their reading skills. Intervention groups are identified by teachers and leaders, with plans and support systems then put in place to make a positive impact on learners and monitor the effectiveness of the intervention, adapting plans as needed. Intervention will usually be small groups with a similar need and ran by a teaching assistant across the week, but may also be with individuals as needed (including via Precision Teaching).

In Key Stage One, intervention will primarily focus on deciphering texts and reading fluency. It will be based on phonetic knowledge and be about bridging gaps based upon both data and teacher knowledge. Intervention sessions are generally delivered by teaching assistants, under direction from either teachers or leaders.

In Key Stage Two, intervention is based primarily on building reading fluency and comprehension skills. Groups are based upon reading age and ability. We also run phonics intervention groups within KS2 for those who need to develop these skills further. Sessions give children explicit, regular opportunities to build their word reading skills alongside their comprehension skills.

- Celebrating Reading

Our calendar is punctuated by events to celebrate reading, whether we are celebrating World Book Day, Roald Dahl Day, National Story Week, National Poetry Week or another celebration entirely! Children get to dress up, learn poems and simply celebrate reading in many ways, which we share with parents regularly. We also run a book club in school, which allows children to save up for a book of their choice, and every class contains a book area. Reading is a huge part of life at Northwood and we strive to celebrate it at every opportunity.

Impact:

- Reading Assessment

We believe that assessment forms a vital part of the teaching cycle. Formative assessment must be used regularly to adapt plans and meet the needs of learners effectively. Teachers reflect on their lessons daily, adapting plans as needed and providing intervention for learners in any areas where they need further support; all teachers give pupils regular feedback in regards to their reading work, reading fluency and reading at home. They address any areas of concern, issue support and give praise and encouragement when there is success.

Equally, summative assessment provides an opportunity to monitor the progress a learner has made and identify areas in which they need further support. Both forms of assessment are part of our planning cycle throughout the year; verbal feedback and recaps are built into reading sessions and summative assessments take place at identified points of the academic year. For summative assessment, we use NFER reading tests in Years 1,3,4 and 5, alongside past and example SAT papers in Years 2 and 6 each term (alongside the Accelerated Reader reading age test and phonics assessments for those using either program). Teachers will also use observations and evidence to assess towards the agreed assessment statements as used across the Trust; this data is compiled each half term and is then captured to monitor progress and address areas of concern at the earliest opportunity.

As well as this, the impact of our curriculum is evident within our classrooms and our learners. They develop the skills set needed to be successful with our intent to reading and we monitor and celebrate this within school. We see pupils become confident and successful readers, ready for secondary school and wider life with the skills and attitudes towards reading that we have helped them to grow.

Appendix – Useful Links

Link to National Curriculum for Reading

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

School link for Accelerated Reader

<https://ukhosted9.renlearn.co.uk/2235643/public/rpm/login/Login.aspx?srcID=t>

Phonics Approach – Little Wandle Letter and Sounds revised

<https://www.littlewandlelettersandsounds.org.uk/>

Phonics progression table:

Phonic Teaching Progression		
	<u>Graphemes</u>	<u>Tricky Words</u>
Autumn 1- Reception Phase 2	s a t p i n m d g o c k c k e u r h b f l	is I the
Autumn 2 - Reception Phase 2	ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) 	put pull full as and has his her go no to into she push he of we me be
Spring 1- Reception Phase 3	ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> • words with double letters • longer words 	was you they my by all are sure pure
Spring 2 - Reception Phase 3	Review Phase 3 <ul style="list-style-type: none"> • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end 	Review all taught so far
Summer 1 - Reception Phase 4	Short vowels with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words 	said so have like some come love do were here little says there when what one out today

Summer 2 – Reception Phase 4	<ul style="list-style-type: none"> words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –est Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCCVC CCV CCVCC words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est longer words 	Review all taught so far
Year 1 Autumn 1 Review Phase 3 and Phase 4 Phase 5	Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put pull full push to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
Year 1 Autumn 2 Phase 5	ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	their people oh your Mr Mrs Ms ask could would should our house mouse water want
Year 1 Spring 1 Phase 5	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow	any many again who whole where two school call different thought through friend work

	/j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	
Year 1 Spring 2 Phase 5	/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye
Year 1 Summer 1 Phonic Screening Check Review No New GPCS or tricky words	Review No New GPCS or tricky words	Review No New GPCS or tricky words
Year 1 Summer 2	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe