



Teaching Reading at Hunsbury Park Primary School

INTENT

At Hunsbury Park Primary School, we strive to generate a life-long love of reading in our pupils by encouraging children to become enthusiastic, independent and reflective readers who choose to read for pleasure.

We aim to ensure children understand the importance of reading whilst also ensuring children are taught effectively to read with fluency, accuracy and understanding.

We feel it is important for teachers to act as reading role models demonstrating a love of reading and a good subject knowledge.

In order for children to reach their true potential in reading we aim to engage parents and encourage them to support their children to continue reading at home with their child.

We strive to provide the children in our school with a rich diet of reading material to ensure they have access to literature from a range of cultures, genres, styles and formats.

Developing early phonics skills is of high importance to us to ensure that children can decode texts from an early age - learning to read but more importantly reading to learn.

We feel it is important to inspire an interest in words and what they mean to enable children to develop an increasing oral and written vocabulary.

IMPLEMENTATION

The direct teaching of reading.

In EYFS the children are taught to read through one-to-one reading sessions or small group work with an adult. There is a focus on sharing stories, rhymes and songs every day. Please see our Phonics Information for how we teach early reading skills in EYFS and Year 1.

The following techniques for teaching reading will also be planned into each reading unit that is taught across the school.

Shared Reading

Focus: introducing and practising planned objectives

This will be whole class reading lessons using a challenging and carefully selected text which will interest and challenge the class. The level of the text should be above the general level of most of the children in the class and not a text that they could easily read independently. This will be used to directly teach planned reading and comprehension strategies.

The teacher's role here is that of the expert reader, modelling the planned reading comprehension strategies to the class.

Guided Reading

Focus: Reinforcing and extending strategies previously taught in shared reading

This will be a group reading session with children who are drawn together because they have a similar need whether that be a challenge or scaffold needed. These groups should be led by the teacher whilst the other children in the class are engaging in other independent and useful reading tasks. The text should be at an instructional level for the children within the group so that they can learn to apply the strategies introduced in shared reading to a text matched to their ability.

The teacher's role here is to support the children to apply the skills and strategies they have been learning.

One-to-one Reading

Focus: achieving fluency with texts matched to child's decoding ability

It is important to keep in touch with individuals so that we know our children as readers. This can be done as a teacher/pupil activity based on the pupil's independent reading material. The other children in the group can be reading their chosen books whilst the teacher spends between 3 and 5 minutes with each child discussing their book and hearing them read a small section. Teachers must hear each child in their class read in this way AT LEAST twice a term.

One-to-one reading also forms part of our intervention programme of reading.

An overview of Talk 4 Reading

At Hunsbury Park Primary School we use Talk 4 Reading as a method for teaching reading. This method works alongside Talk 4 Writing which is already firmly established at Hunsbury Park Primary School. It is based on the 3 I's Imitation, Investigation and Independent Application.

Preparation

- Decide on comprehension focus(s) – link to VIPERS and Skills Progression
- Collect texts and analyse for potential – use text potential grid if helpful
- **COLD TASK**
 - Use a shorter text
 - Assess comprehension focus – what strategies are the children using?
 - Set appropriate targets/objectives

Introduction

*In this phase there will be **daily whole class reading lessons** with a follow up activity.*

*There will also be follow up **guided group activity to support or challenge and/or 1:1 reading of a group of 5/6 children** to support their reading of their own reader.*

A selection of the following strategies will also be used:

- HOOK- use drama, film, images, shared experiences, OWI
- Contextual information – in order to understand the story what do children need to know?
- Activate prior knowledge/link to previous learning.
- Make predictions
- First read of text – slow reveal – line by line, paragraph by paragraph
- Model and practice – decoding, word recognition, fluency
- Vocabulary check – Isabel Beck's strategies –
 - I say, you say
 - Never Heard the Word Grid
- Tell me grid/book talk grid – preferences, experiences, connections/links to other stories, likes, dislikes, puzzles etc

Investigation

In this phase there will be **daily whole class reading lessons** with a follow up activity.

There will also be follow up **guided group activity to support or challenge** and/or **1:1 reading of a group of 5/6 children** to support their reading of their own reader.

By the end of this phase the children can read the text aloud with fluency and expression, understand at a deeper level and have been taught the comprehension focus.

A selection of the following strategies will also be used:

- Model being a reader
- Drama to deepen understanding – Drama 4 Writing activities
- Written response activities e.g. writing in role,
- Perform text
- Summarise
- Compare and evaluate/link to other texts
- Follow a thread through the text – look at how the character of Mr Big changes through the text
- Teach the comprehension focus – be explicit
- Use sentence & question stems, model written answers

Independent Application

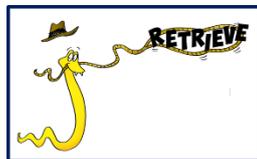
- By the end of this phase children can independently use the comprehension focus.
- Use shared writing to model an answer
- Children apply this independently with same or similar text – **HOT TASK**
- Teacher provides feedback and reflection

Skills

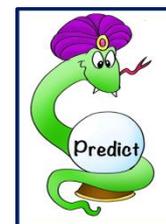
The reading skills taught at Hunsbury Park Primary School are based on the consistent use of the Reading Vipers.

The consistent images are displayed in each class and guidance booklets are provided for all teachers, teaching assistants and parents. These booklets support the teaching of the VIPERS by providing appropriate types of questions that can be asked when teaching each skill. Please see VIPERS KS1 and KS2 booklets saved in the Whole School folder of Microsoft Teams

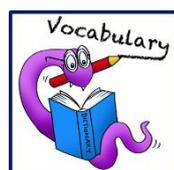
Vocabulary



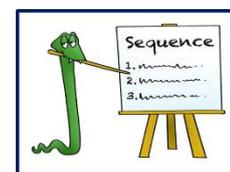
Infer



Predict



Explain



Retrieve

Sequence/summarise

These skills are consistently taught across the school and teachers plan careful questions to ensure the children are able to apply these skills in discussions and written recorded answers about the texts they read.

To encourage the children to be able to answer SATs style questions teachers plan to use SATs style questions within their reading lessons in all year groups so that the children become familiar with the language used. See the question stems handout saved in the Whole School Folder in Microsoft Teams.

Daily Read Aloud

Time has been allocated on each year groups' timetable for teachers to read aloud to their class. This is a non-negotiable and a focus from EYFS to Year 6. It is a chance for teachers to share and model an enthusiasm for reading whilst developing the children's vocabulary and understanding of books. Teachers are encouraged to read a range of genres and high-quality texts to the children.

Engaging readers

Reading is prioritised and children's reading achievements are celebrated. A 'Readathon' has been created to encourage children from EYFS to Year 6 to read at home. They begin on a white ribboned bookmark and work their way through the colours of the word **READATHON**.



When a child reads at home with an adult, the adult initials and dates a box on the bookmark (only one can be completed a day). Certificates and prizes are awarded to the children during weekly celebration assemblies as they work through the different coloured stages.

Individual Reading Books

Children in EYFS and Year 1 take home a phonics book that links to the Sounds-Write units that have been taught. The children should be able to decode these books using their phonic knowledge.

All children from Year 2 onwards are expected to take home a colour banded reading book that matches their decoding ability. This is a book that the children should be able to read with a certain amount of independence. A grid outlines the age related colour banded reading expectation for each year group. The children are listened to reading their colour banded reading book at least once a term and the adult completes a 'Running Record Sheet' in order to decide if the child is ready to move on to the next colour band based on their fluency.

The following information is shared with all staff and parents to ensure everyone is aware of the challenging age appropriate fluency in each year group. There are also a set of book marks that outline relevant question types that can be asked at each stage of our Colour Banded Reading Scheme.

When children have developed the fluency to read the Ruby colour banded books they move on to become a 'Free Reader'.

All children are encouraged to visit our well-resourced library to select books to take home.