



# Birchwood Avenue Primary School

## Educating Hearts and Minds through Reading Education



### Intent:

At Birchwood Avenue we are committed to developing our children's love of reading, by developing a community who enjoy reading for pleasure. Choosing texts that are rich in vocabulary, not only enables children to comprehend beyond their own reading fluency level and encourages a love of reading, but also further promotes cultural capital. We, therefore, deem it essential for staff to expose children to high quality texts, across a range of genres, to help ignite a life-long love of reading. By exposing our children to rich, quality texts, we provide rich language models and structures, from which children can learn how writing works and the impact it has on the reader.

### Reading Aims & Purpose:

A whole class guided reading model is used as a foundation for teaching reading at Birchwood Avenue Primary School. A sequence of lessons is provided for daily lessons in KS2 which allow all skills to be built upon each year. These plans are designed to cover a range of genres and text types and to build in difficulty throughout the year. Teachers use these plans as a start point and adapt them to suit the needs of their pupils and include a range of SATS style questions which encourage pupils to look more closely at what they are being asked.

### Aims

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

## Word reading

	EYFS	Year 1	Year 2	LKS2		UKS2	
Skills and Knowledge Progression	<ul style="list-style-type: none"><li>• Say a sound for each letter in the alphabet and at least 10 digraphs</li><li>• Read words consistent with their phonic knowledge by sound-blending.</li></ul>	<ul style="list-style-type: none"><li>• read accurately many words of two or more syllables containing graphemes taught so far for all of the 40+ phonemes</li><li>• read most words containing common Year 1 suffixes</li><li>• read most Year 1 common exception words</li></ul>	<ul style="list-style-type: none"><li>• read accurately most words of two or more syllables</li><li>• read most words containing common suffixes</li><li>• read most common exception words</li></ul>	<ul style="list-style-type: none"><li>• read accurately many polysyllabic and multi-morphemic words and further exception words.</li></ul>		<ul style="list-style-type: none"><li>• read accurately many polysyllabic and multi-morphemic words and further exception words.</li></ul> <p>Build upon and consolidate word reading taught in lower key stage 2</p>	
Using age-appropriate books	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	<ul style="list-style-type: none"><li>• read most words accurately without frequent overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</li><li>• sound out most unfamiliar words accurately</li></ul>	<ul style="list-style-type: none"><li>• read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</li><li>• sound out most unfamiliar words accurately, without undue hesitation</li></ul>	<ul style="list-style-type: none"><li>• read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</li><li>• read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation.</li></ul>	<ul style="list-style-type: none"><li>• read aloud fluently with intonation that shows understanding</li><li>• read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation.</li></ul>	<ul style="list-style-type: none"><li>• read age-appropriate books with confidence and fluency (including whole novels)</li><li>• read aloud with intonation that shows understanding</li></ul>	<ul style="list-style-type: none"><li>• read age-appropriate books with confidence and fluency (including whole novels)</li><li>• read aloud with intonation that shows understanding</li></ul>

## Comprehension skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		In a book that pupils can already read fluently-		In age-appropriate books-			
Understanding	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	Check that the text makes sense to them, correcting any inaccurate reading		Check that the text makes sense to them, correcting any inaccurate reading at the point of difficulty	Check that the text makes sense, correcting when meaning is lost	Work out the meaning of words from context, checking that the text makes sense	
Inference	Anticipate (where appropriate) key events in stories.	Answer questions and make some inferences		Draw inferences and begin to justify their opinions through discussions	Draw inferences and justify their opinions through discussions	Explain and discuss their understanding of what has been read, drawing inferences and justifying with evidence	
Prediction				Make a plausible prediction of what might happen based on what has been read so far		Predict what might happen from details stated and implied	
Summarising		Join in discussions about what has happened so far in what they have read	Explain what has happened so far in what they have read	Summarise main ideas providing key details			Summarise main ideas, identifying key details and using quotes for illustration
Other comprehension skills	Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play			Retrieve information from non-fiction	<ul style="list-style-type: none"> <li>Retrieve information from non-fiction</li> <li>Make links about the book they are reading and other books they have read</li> </ul>	<ul style="list-style-type: none"> <li>Retrieve information from non-fiction</li> <li>Make links about the book they are reading and other books they have read</li> <li>Evaluate how authors use language, beginning to consider the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>Retrieve information from non-fiction</li> <li>Make comparisons within and across books</li> <li>Evaluate how authors use language, beginning to consider the impact on the reader</li> </ul>

## Yearly Curriculum Overview

## **Early Years and KS1:**

Our commitment to reading starts from the minute our children arrive in Reception. Daily phonics lessons begin on day one and continue throughout Reception and Year One, and into Year Two when necessary. Every day children are taught a new sound, interspersed with review days where they build their rapid recall of all taught sounds. They are taught to recognise the sound when it is used verbally and in writing, on its own and as part of decodable words. Within each lesson the children practice saying, reading and writing the sound on its own and in words when appropriate. As soon as children have met enough sounds to be able to create cvc words they are taught to build them using magnetic letters, recognising every sound in the word. As children become confident with this, they progress onto sounding out words and recording them without concrete apparatus. The lessons build skills sequentially so that as the children use more sounds the expectations move to reading and writing short sentences. There is rapid progression to texts which are fully decodable and build in complexity as the children become more fluent readers. Our children are taught in smaller groups and assessed regularly to ensure that they are in the group most closely matched to their reading level.

Through teaching our agreed phonics scheme with fidelity, in both Reception and throughout Key Stage 1, we not only ensure consistency of approach and optimal outcomes for our children, but also begin nurturing our children's love of reading. This is reinforced by providing our children with high quality decodable texts matched to their reading and phonic ability, so that early on they experience success and gain confidence that they are readers. We believe that Read Write Inc. unlocks reading for our children and gives meaning to the words on the page.

As the children become fluent and confident readers they move away from phonics lessons and instead are taught reading skills through guided reading lessons. These lessons are thematic and use one or more texts each week that explicitly teach the skills of inference, summarising and understanding.

## **Key Stage 2:**

As our children move into Key Stage 2 and become confident decoders and more fluent readers we move away from home readers linked to our phonics scheme and instead focus on books which are levelled as being age related for each year group. These high-quality, high-interest texts allow the children to read longer chapter books and books by authors that they know well, as well as meeting new genres and finding new favourites. By moving away from banded books in Key Stage 2 we allow our children to improve and practice their skills with books which they enjoy. Our teachers carefully assess the children to ensure that they are reading at the correct level. We teach the skills of inference, retrieval and comprehension through whole class guided reading. We expose our children to a diverse range of text types, which are levelled to their year group, and support them to find meaning through modelling, discussion and supported practice.

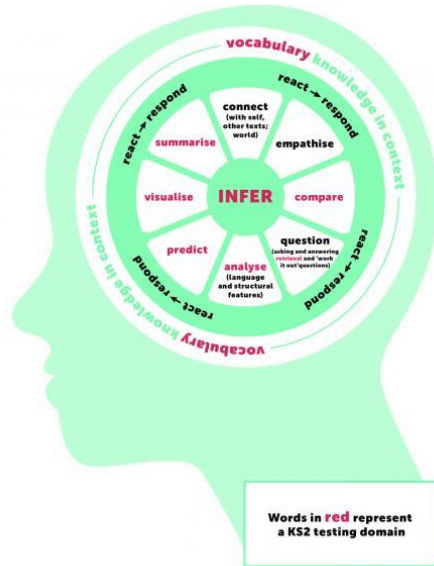
## **Key Stage 2 Guided Reading:**

In KS2, we structure our Guided Reading in the following way:

- Two days focused on explicitly teaching the skills of prediction, sequencing and summarising. These days are taught using the class novel as the key text which allows for deeper level questioning. Summarising, in particular, is taught on these days because the children will have a greater recall of a longer text. Additionally, there is opportunity within these lessons to analyse the intention of the author in their use of language.
- Three days focused comprehension questions using three linked texts and explicitly teaching the skills of inference, retrieval and comparison.

Within all lessons there is an additional focus on vocabulary and using evidence from the text to explain their answers. There is an understanding that all skills taught support the development of the core skill of inference.

# **A Conceptual Model for teaching Reading Comprehension aligned with the National Curriculum**



Our whole class guided reading scheme uses a range of texts which are linked each week by a common theme. This allows us to expose the children to a rich and varied diet of fiction and non-fiction, poetry, classic literature and author studies, alongside the class novel which is selected from the wide range of high- quality diverse books available in each classroom. We adapt these lessons to meet the needs of our children by adapting the focus area of text to promote the skills that we have identified as needing to be developed further, by incorporating a wide range of questions covering all the key skills so that the children become experienced in rapidly and independently identifying what the question is asking them to do, and by scaffolding the text and questions to ensure that all children have an opportunity to access age related learning.