

READING

AT LOVINGTON C OF E PRIMARY SCHOOL

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World Book Day – Crazy Hair Day

8th March 2024

Excellent Reading at Lovington Church of England Primary School

At Lovington Primary School, we believe that developing children as expert and enthusiastic life-long readers is a fundamental entitlement for every individual pupil.

Reading is the key that opens many doors and successful readers will have a head start in all that they do.

*“Books are a uniquely
portable magic.”*

Stephen King

*“I do believe that something
magical can happen when
you read a good book.”*

J. K Rowling

At Lovington Primary we:

- recognise that being an expert reader is a key life skill for every child
- believe that every child can learn to read and to love reading – with the right teaching and encouragement
- model reading well, showing the children that the adults in our school are readers
- place reading and books, at the heart of our curriculum
- build time for all children to read independently, for pleasure, within the school day as well as building in the time for children to recommend books to others
- invest in quality resources so that our readers can be enthused and inspired
- involve parents to encourage our school reading culture and to extend it into the home environment
- have a clear and progressive whole school strategy for teaching the skills of reading and promoting reading for pleasure
- plan our English lessons, ensuring that we use high quality texts, that use ambitious vocabulary and a wide range of language features

In order to ensure that we are teaching reading in its fullest sense, we have separated the teaching of reading into three explicit strands:

Enjoyment – Reading for Pleasure

From the very youngest to our oldest children, we aim to create a culture where books are valued, treasured and loved. By explicitly creating an environment where reading for pleasure is prioritised, we will develop a generation of children who have the independence, stamina and desire to devour books and be excited about literature.

“We know that reading for pleasure has a dramatic impact on life outcomes – and this is as much about confidence and wellbeing as it is about educational achievements. Quite simply, children who read for pleasure are happier, healthier and do better in life than those who don’t.”

Diana Gerald CEO Book Trust

“I declare after all there is no enjoyment like reading.”

Jane Austen

Fluency & Prosody

In order to love books, children need the skills to access text automatically and fluently. At Lovington

Primary School, we have a systematic and rigorous approach to teaching decoding and word recognition skills from the moment a child starts their reading journey with us in Reception.

The teaching of fluency skills goes well beyond phonics and word recognition and we continue to explicitly teach children to become fluent readers through structured reading sessions right through to our Year 6 children.

Comprehension

In order to be fluent readers who can truly access and enjoy texts, children must be explicitly taught to understand what they are reading. At Lovington, we teach comprehension skills through a progression of skills so that children can access texts for both pleasure and for information.

For children to become life-long readers, they need to be secure in all of the elements above and teachers need to be skilful in teaching these elements. Teachers at Lovington have a strong grasp of the National Curriculum and a clear understanding of what children of different ages should achieve. Teachers assess the children against the EYFS profile, the end of KS1 and end of KS2 frameworks, alongside each year groups ongoing assessments.

Teachers have good understanding of what 'Age Related Expectations' and 'Greater Depth' looks like as

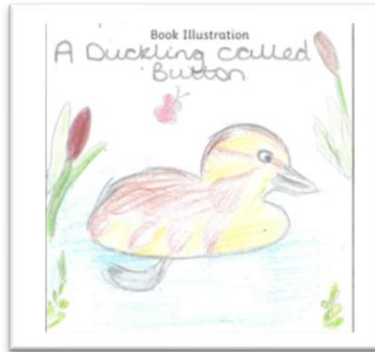
a standard for the end of each year of a child's primary education.

Celebrating Reading

At Lovington Primary School, we celebrate and promote reading every day of the year through our reading certificates. There are also a range of book-related events that are organised throughout the year to further enhance and raise the profile of reading.

Some of these include:

- World Book Day
- National Poetry Day
- Celebrating different authors
- Regular pupil book recommendations, made by pupils and staff
- Displays around the school, celebrating a variety of authors and genres
- Literature Events – hearing authors talk about their journeys



A Duckling called Button - recommended by Alice

Our pupils regularly make book recommendations to one another.

Reading in the Early Years/Reception

Enjoyment

- Exciting and engaging books are chosen as a stimulus for learning across the curriculum.
- Daily story time provides an opportunity for children to experience a wide range of high-quality picture books, poems and rhymes.
- Children are given the opportunity to immerse themselves in texts through role play, dressing up, and retelling of stories using puppets and masks.

- A home-school reading partnership is strongly encouraged, and every child has a reading record in which parents record their daily home reading. At Lovington, we encourage parents to read to their children regularly and support our school reading culture.

Fluency & Prosody

We use Unlocking Letters and Sounds which was validated by the DfE in December 2021.

We begin teaching phonics in the first few weeks of term 1 in Reception and children make rapid progress in their reading journey.

Children begin to learn the main sounds heard in the English Language and how they can be represented, as well as learning 'Common Exception' words for Phases 2, 3 and 4. They use these sounds to read and write simple words, captions and sentences. Children leave Reception being able to apply the phonemes taught within Phase 2,3, and 4.

Teachers regularly assess and track each child's progress in phonics and, where a child is identified as falling behind, personalised intervention is put in place to enable every child to catch up.

- Sight vocabulary is taught and practised daily and children are encouraged to practise reading these words at home.

- At least three times a week, every child will read 1:1 or in a group with either the class teacher or with their class teaching assistant. During this reading session, the member of staff will focus on the application of phonics skills and the reading of sight vocabulary in context, using our Unlocking Letters and Sounds phonics decodable reading scheme.

Comprehension

- Through class texts, and guided reading lessons, teachers will develop comprehension skills through book talk and expert questioning.
- During 1:1 or group reading sessions the children will also develop their comprehension skills including being able to retell and make predictions.

Assessment

- Teachers regularly monitor a child's reading progress through phonics and reading sessions. Each child will have at least one 1:1 session every half term where the class teacher assesses the child's reading level for home practice.
- Strong AFL (Assessment For Learning) is in place in phonics sessions and each child's progress is tracked and monitored half termly. If, through classroom AFL, a child is identified as falling behind, they will receive extra interventions to ensure that mastery is achieved.

- Comprehension is assessed through oral questioning and responses, either in whole class reading sessions, small group reading or during 1:1 reading.

What can parents/carers do to help?

When beginning school, you can help your child to sound out the letters in words and then to 'blend' the sounds together to make a whole word.

Use the correct letter formation as set out in our policy and help your child to focus on the sounds in words.

Sometimes your child might choose to read a picture book that they know well. Encourage your child

- to tell you the story out loud
- ask them questions about things that happen or what they think might happen next or what they think about some of the characters in the story

Make reading and learning phonemes/spellings fun for example using magnetic letters on the fridge, foam letters in the bath or playing eye-spy.

Remember to keep reading **to** your child. They will come across far more adventurous words than they will in their early reading books. You will be helping

them to grow a vast vocabulary and understand the meaning of different stories.

It will also encourage them to love books and want to read more.

As children continue up the school encourage them to complete homework tasks and the half termly take home tasks related to the Learning Experience.

Above all, encourage enjoyment.

Reading in Key Stage 1

Enjoyment

- Exciting and engaging books are chosen as a stimulus for learning across the curriculum.
- Daily story time also provides an opportunity for children to experience a wide range of high quality fiction, poetry and non-fiction texts.
- Children will be exposed to longer chapter books and will be encouraged to develop their stamina for listening to, and reading, longer texts.
- Children are encouraged to complete book reviews and recommend books to their peers.
- A home-school reading partnership is strongly encouraged and every child has a reading record in which parents record their daily home reading. At Lovington, we encourage parents to read to their children regularly and support our schools reading culture. Each child's reading record is monitored and acknowledgement is given to children who have read

at home at least five times over the week, for a sustained period.

Fluency & Prosody

- Children continue to develop their phonics skills through a synthetic, systematic and rigorous daily phonics programme (based on ‘Unlocking Letters and Sounds’)
- Teachers regularly assess and track each child’s progress in phonics and, where a child is identified as falling behind, personalised intervention is put in place to enable every child to catch up.
- Weekly guided reading sessions will have a targeted phonic and word recognition focus and children select books, for independent reading, until their decoding skills are sufficiently secure to move onto through the reading stages.
- As the children become more expert at decoding and word recognition, the emphasis of the reading session will shift to application of these skills in a more fluent manner. We also ensure that we explicitly introduce the skills of Prosody (reading with expression – with the appropriate rhythm, tone, pitch, pace, pauses and stresses for the text) and ask children to notice this skill in our reading to them.
- Children will continue to master their phonic and word recognition skills. They are also taught to read

more challenging words containing a range of different prefixes and suffixes.

- Children are challenged to read at an appropriate pace, aiming for around 90 words per minute by the end of KS1.
- Where a child has not met the expected phonics standard at the end of year 1, they will receive daily phonics intervention and targeted guided reading throughout Year 2 so that they can become secure in their GPC (Grapheme Phoneme Correspondance) and decoding skills.

Comprehension

- Through class texts, and daily story time texts, teachers will develop comprehension skills through book talk and expert questioning.
- In guided reading sessions, children are explicitly taught how to answer ‘looking questions’, ‘clue questions’ and ‘thinking questions’.
- Alongside this, there will be a more formal and structured weekly comprehension session where the children will be taught explicit comprehension skills. The comprehension in these sessions may be based around a whole picture book, a short extract or a follow up activity based on the book from their guided reading session.

- Children will be taught to record responses to comprehension question more formally in preparation for their end of KS1 statutory assessments.

Reading in Lower Key Stage 2

Enjoyment

- A wide range of books are chosen as a stimulus for learning across the curriculum. In Lower Key Stage 2, children will be exposed to increasingly challenging chapter books and a range of genres to broaden their reading experiences.
- Children are encouraged to complete book reviews and recommend books to their peers.
- A home-school reading partnership is strongly encouraged, and every child has a reading record in which parents record their daily home reading. At Lovington Primary, we encourage parents to read with their children regularly and support our schools reading culture. Parents or children should record their home reading in their reading records and acknowledgement will be given to those children who have read regularly during out Friday Celebration Services.

Fluency & Prosody

- Every child will receive a targeted guided reading session (at least three times a week) where there will be a focus on reading fluency. Staff plan carefully for these sessions ensuring that a range of fluency skills are taught so that each child has no gaps in their reading skill set. Books are well matched to the child's current reading ability.
- All children will have appropriately matched reading books (reading at an independent level of 95% accuracy) for home practice.
- Where children are working significantly below year group expectations, they will receive extra daily intervention to secure decoding and fluency skills.

Comprehension

- Through class texts, teachers will develop comprehension skills through book talk and expert questioning.
- Children will also have opportunities, in English lessons, to develop written responses to texts and characters and engage in vocabulary enrichment lessons.
- Alongside this, there will be a more formal and structured comprehension sessions where the children will be taught explicit comprehension skills. The comprehension in these sessions may be based

around a whole poem, non-fiction texts or by using short extracts from stories.

- Children will be taught to record responses to comprehension questions more formally.

Strategies to Support the Development of Comprehension

STRATEGY	WHAT THAT INVOLVES
Predicting	Making a logically plausible guess as to what will happen next
Questioning	Asking questions about the text to expose different layers of meaning
Clarifying	Checking how specific words and phrases have been understood
Summarising	Stating the main events, actions or ideas in the text
Thinking Aloud	Reading a few sentences or a paragraph and verbalizing what has been understood. Then repeating this activity across a text.
Noting the Text Structure	Highlighting the main linguistic features of a specific text type

Visualising

Developing a visual image of written text

Reading in Upper Key Stage 2

Enjoyment

- A broad range of literature is chosen as a stimulus for learning across the curriculum.
- Teachers very much engage with the process of recommending and supporting the selection of books and should continue to monitor every child's reading journey.
- Reading aloud and talking about books, at home is still very much encouraged. Parents or children should record home reading in their reading records and teachers will sign to acknowledge this.
- Class novels are read aloud to the children, where teachers model effective intonation.
- Daily access to the school library that has a wealth of books.

Fluency & Prosody

- In upper key stage two every child, who has not yet fully mastered fluency, will receive a weekly guided reading session where there will be a focus on reading fluency skills.
- These sessions are carefully planned to ensure that each child has no gaps in their reading skill set. Books will be chosen from the KS2 reading selection and will be well matched to the child's current reading ability.
- Where a child is an expert reader, the focus will shift to comprehension and the exposure and understanding of a wide range of ambitious vocabulary.
- For those children working at greater depth, more challenging texts from a wider breadth of literature may be used during these sessions.
- Where children are working significantly below year group expectations, they will receive extra intervention to secure decoding and fluency skills.
- Most children will by now be 'free readers' and choosing to read books from the school collection or home or local library. Where children are not yet at this level, they will have appropriately matched books for home practice.

Comprehension

- Through whole class texts, teachers will continue to develop higher order comprehension skills through book talk and expert questioning.
- Alongside this, there will be a more formal and structured weekly comprehension sessions where the children will be taught explicit comprehension skills at an increasingly challenging level. Children will have opportunities to explore developing and answering questions in a wide range of forms: text based responses, mark scheme reference and photo based inference. The comprehension in these sessions may be based around a whole book or short extracts.
- Teachers will use the reading comprehension progression document to ensure that pitch is appropriate and challenging. Questions within sessions do not need to be solely focused on one particular content domain but the focus of the lesson must be clear and assessable against a specific objective.
- Most lessons will include a rounded approach to the full KS2 reading content domains and it is vital to weave these within sessions in line with the end of KS2 assessments.

Teachers complete assessment during these sessions and will have a clear understanding of each child's strengths and areas for development.

A Child's Reading Journey

- Children begin their reading journey long before they start school or even pre-school. For most children their pleasurable relationship with books comes from unconscious memories of parents or loved ones snuggling them in and reading books to them from an early age. However, we are very aware that this is not every child's experience.

- Children at Lovington Primary School begin, or continue their reading journey by enjoying books read to them by adults, exploring books in their classroom or from the school library. They also enjoy our older children reading to them and sharing books with them.

- In our youngest class children enjoy having books read to them, but they also learn to decode books themselves through phonics and sight word teaching.

- We are very fortunate to have a full set of Unlocking Letters and Sounds Phonics books with a very clear progression for our early readers. These phase 2 phonics books ensure that our children develop their decoding skills in context.

At this point children will read books that are 100% decodable.

- As children become more proficient at blending decodable words, and their sight vocabulary increases,

they can move on to books that are not 100% decodable.

Reading at Home

- Reading at home is essential for children to master the skills they have been taught at school. It is this practice that supports children's developing fluency, pace and stamina. The books a child reads at home should be read at an independent level (95% accuracy). A child's reading should demonstrate fluency and attention to meaning.

If they are not doing this, they should not move up to the next level even if their word reading is accurate. It is quite easy to tell if a child reads fluently and at a good pace. It is if their reading flows and they show understanding of what they are reading e.g. show awareness of a word read incorrectly and self-correct. Children must be really secure within a level before moving on. This also includes security in their comprehension.

Transition:

- It is vital that children have consistency in their reading progress. Each child's end of year, book level will be passed onto their new teacher (if applicable). It is vital that children who are still on levelled books are allocated that level of book at the start of the new

year and are assessed within a fortnight of returning to school to check that this level is still suitable. It might be that the child has made accelerated progress over the Summer – or it might be the opposite. Often in the case of the latter, after a few weeks of intensive practice at their pre-summer level, they can get back to their independent level.

A child's book level is monitored regularly and every child should remain within the book level system until they are really proficient in both fluency and comprehension.

Guided Reading

- For guided reading sessions, the books will typically be slightly more challenging than their home reading level as this is a 'teaching' time where the teacher can instruct the child on how to improve reading.

Regular monitoring and assessment opportunities ensure that every child achieves their full potential.

How We Feel About Reading

I really do love reading. I love books that are funny, that are exciting, where you always want to know what happens next but also those that make you think about the world we live in and the situations that we come across.

Mrs Marshall

I love reading with my son because it not only opens up worlds of entertainment, excitement, and knowledge but also brings us closer together. It offers us moments of joy, curiosity, and shared wonder, all while strengthening our bond and broadening our understanding of the world. It's a special time that we both look forward to each evening.

Miss Toppin

I enjoy reading about places that I could never go to, about lives that I couldn't live because the places and people in them don't exist, they are in an imagined world getting into impossible situations. A great book always leaves me wanting to read another by the same author and I feel a little lost when I have exhausted all that an author has written. Luckily there are so many great authors around I don't ever seem to run out of books to read.

Mr Macdonald

My go to way to relax, is snuggling down with a hot chocolate and a good book. I can't resist a story with twists and turns and plenty of suspense, that keeps me guessing to the final page. A good book to me is like an old friend or a comfortable pair of slippers and I never feel lonely when I have a good book on the go.....

Mrs Clulee

