



## **Reading at Broxbourne CE Primary**

Reading has a high profile at Broxbourne CE Primary. Our children are encouraged to enjoy stories; to read independently; to learn from books and information that they read and to use reading skills, across the curriculum and in the home, to develop their knowledge and understanding of the world. We aim to develop a love of reading which will inspire our children and remain with them for life.

### **Early Years: The start of the reading journey**

In our EY1 (Nursery) and EY2 (Reception) classes, children learn to explore and love books; talking about what they are seeing, hearing and reading. Adults regularly read to children - teaching listening and comprehension skills and helping children talk about what they have heard.

### **Phonics**

- We use systematic synthetic phonics programmes validated by the DfE.
- EY1 use Twinkl Phonics to teach Level 1 phonics and introduce Level 2.
- EY2 use Twinkl Phonics and teach Levels 2, 3 and begin Level 4
- Teachers deliver phonics workshops for parents to introduce this key skill and encourage home learning support.
- Phonics is taught daily in EY2 focusing on one sound a day with consolidation on a Friday with an introduction to high frequency words/tricky words.
- In EY1, phonics is taught 3 times a week through adult-led activities.
- Phonics Tracker is used from EY1 to assess children upon the completion of each Level.

### **Reading and comprehension in class**

- Vocabulary-rich story books are shared daily with children in class. Exposing the children to new vocabulary is a key focus area in the new EYFS framework, therefore using a range of high-quality books which introduce the children to new vocabulary is vital when selecting whole class texts.
- Story sacks (bags with books and associated toys/resources) are shared with children regularly as part of daily teaching and child-initiated learning.
- Children are encouraged to re-enact and re-tell these stories through play and on the outside theatre.
- Non-fiction books are shared and used for information when learning about other curricular areas.
- A variety of books are available during child-initiated learning time for children to access.
- Shared reading takes place on a daily basis from the second half of the Autumn Term at the latest - covering reading, phonics, comprehension and listening skills.
- All children read 1-to-1 with an adult at least once a week.
- Reading volunteers may also listen to children read in addition to the school staff.
- Children explore books and share stories in the school library on a regular basis.



### Home reading

- In EY1, 'Foundation Stage library books' featuring 50 key texts (including fiction and non-fiction) are sent home from October half term. These are key titles that we feel our children should have exposure to.
- In EY2, picture books are sent home initial to develop and encourage effective reciprocal communication and storytelling.
- Home reading books that are appropriately matched to the phonics stages being taught are sent home once the child is assessed as able to access them (beginning around October half term).
- Phonetically plausible reading books from a variety of publishers are matched to Twinkl Phonics and offer an excellent introduction to reading for our Early Years children.
- We introduce the children to a variety of genres including both high-quality fiction and non-fiction texts. This variation increases progress and enjoyment of reading.
- Parents are expected to consolidate and further develop reading fluency through regularly reading with their child and recording this activity in a Reading Record (more pictorial based for EY1 children).

### Key Stage 1 (Year 1 and 2)

In Year 1 and 2, as well as the teaching of phonics, there is also a key focus on comprehension and, most importantly, reading for enjoyment.

### Phonics

- KS1 use Twinkl Phonics to deliver systematic phonic teaching.
- KS1 use Twinkl Phonics to teach Levels 4, 5 and 6.
- In Year 1, this is delivered daily.
- In Year 2, this occurs 3 times a week (beginning with Level 5) then develops into learning spelling rules.
- 'Tricky Words' and Common Exception Words are taught in class and revised as part of homework.
- At the end of Year 1, all children are assessed against national standards through the Phonics Screening test (Summer Term).
- Any child who does not meet this standard receives additional, targeted support in Year 2 then repeats the assessment in the Summer of Year 2.
- Phonics Tracker is used from EY2 to assess children at the end of each taught level (approximately half-termly).

### Reading and comprehension in class

- Whole-class reading with a focus on the teaching of skills (see Appendix 1) is taught weekly.
- Whole-class reading around the curriculum, using reading skills to support other curricular learning, also occurs weekly (this may be evidenced in Reading Rocks books or in other curriculum books).
- Reading Rocks books are used to record whole class reading that takes place (both whole class skills lessons and reading around the curriculum).
- Pre-reading activities take place prior to whole class teaching sessions for specific children to ensure access to the text.
- Teachers deliver weekly fluency sessions to targeted groups.
- Children in KS1 read 1-to-1 with a school adult (either class teacher or teaching assistant) at least once a week.



- Reading volunteers may also listen to a child read in addition to the school staff.
- Targeted children are read with by an adult at least 3 times a week.
- Each class has a Reading 'Vipers' (Appendix 1) display in their classroom which is referred to regularly.
- Children are assessed in reading on a termly basis using resources such as NFER tests; miscue analysis, book looks and 1-to-1 reading.
- In Summer of Year 2, children currently undertake a national reading test (to be phased out in 2022/23).

### Home reading

- Children receive a home reading book that is phonically-matched to their level weekly. The Collins Big Cats series of books is an excellent scheme and the perfect follow on from the Bug Club books used in Early Years. Chosen due to its wide range of quality fiction and non-fiction texts, each book also provides a parental guide to ensure the children are getting the most out of each and every reading experience.
- Books are colour banded and phonic stages are annotated on the back of most books.
- Some books are marked as "comprehension books". These may include sound that are not yet taught in class. Adults are asked to share these books with children to understand content and understanding rather than phonetic decoding and are asked to read unfamiliar sounds and words to their children.
- Some more able readers may be given books that include sounds that have not yet been taught in class but they have been assessed as able to access these.
- Parents are expected to read regularly with their child and record this activity in a reading record. Reading records are checked weekly to monitor this.
- Children are also encouraged to read for pleasure and have access to the school and class libraries.
- At least one homework activity is reading-based each week.

### **Key Stage 2 (Years 3-6)**

In Key Stage 2, our priority is comprehension and understanding once our children are fluent and confident readers. We want all our children to find books they love and to be inspired by them. We encourage children to explore a range of genres, authors, styles and contexts and to share these with their peers.

### Phonics

- Children in KS2 who need additional phonics intervention have this delivered individually or within small groups.
- Their progress is tracked through Phonics Tracker.
- Some children are given phonetically matched books as well as other reading books. Some of these are specifically designed for KS2 interest levels alongside phonics revision.



### Reading and comprehension in class

- Whole-class reading, with a focus on the teaching of skills (see Appendix 1), is taught weekly.
- Whole-class reading around the curriculum, using reading skills to support other curricular learning, is also taught weekly.
- Whole-class reading around the curriculum, using reading skills to support other curricular learning, also occurs weekly (this may be evidenced in Reading Rocks books or in other curriculum books; in Year 6, this is predominantly found in writing books).
- Reading Rocks books are used to record whole class reading that takes place (both whole class skills lessons and reading around the curriculum).
- Pre-reading activities take place prior to whole class teaching sessions for specific children to ensure access to the text.
- Teachers deliver weekly fluency sessions to targeted group.
- In Lower KS2 every child reads individually to a school adult at least half termly.
- Targeted children are read with by a school adult at least twice a week (usually more often).
- Reading volunteers may also listen to children read in addition to school staff.
- Each class has a Reading 'Vipers' (Appendix 1) display in their classroom which is referred to regularly.
- Children are assessed in reading on a termly basis using resources such as NFER tests; old SATS tests, miscue analysis, book looks and 1-to-1 reading.
- In May of Year 6, children undertake a national reading test.

### Home reading

- Lower KS2 (Years 3 and 4) choose their own reading book from the wide range of high quality texts available within the Collins Big Cat range of colour-banded reading books matched to their ability.
- Children are encouraged to be independent in choice and changing of books.
- Children are assessed by a variety of means on a half-termly basis and are moved up reading book colour bands if they are ready for the next level.
- Most books within the Collins Big Cat range include parental guidance and questions to ask to support parents and carers in reading with their children.
- Lower KS2 parents are expected to read regularly with their child and record this activity in a reading record. Reading records are checked weekly to monitor this.
- It is recognised and encouraged that older children will often read independently but parents should still discuss their child's reading with them: asking questions and developing their responses.
- Children are also encouraged to read for pleasure and have access to the school and class libraries.
- Upper KS2 children (Year 5 and 6) are 'free readers' and encouraged to read a range of literature, styles and genres.
- Some children in Upper KS2 continue to read levelled reading books. This is judged both on academic need and the social and emotional needs of the child.
- Children are supported in choosing appropriate literature by school adults and school librarians.
- Children have free access to the school library every lunchtime and are encouraged to use it as often as they choose.
- Children in Year 6 have the opportunity to become a school librarian.
- At least one homework activity is reading-based each week.



## **Whole School Reading**

- Class readers are shared daily with children so they can enjoy a story or concept that they may not be able to access independently.
- Both fiction and non-fiction books are used to inform, support or inspire curriculum teaching and learning.
- Birthday Books are enjoyed across the school. On a person's birthday, they are encouraged to send a book of their choice into school to be added to class libraries. Contributions are shared in the weekly school newsletter.
- Reading volunteers read with individuals in year groups across the school.
- Reading displays across the school highlight our love of reading and recommended texts.
- World Book Day is celebrated each year with a range of activities and events across the school.
- Year 6 children have been trained to be librarians and love to talk to other children about their book choices.

The school has made deliberate efforts to ensure representation in school literature:

*Books are sometimes windows, offering views of world that may be real or imagined, familiar or strange. These windows are also sliding glass doors and readers have only to walk through in imagination to become part of whatever world has been created or re-created by the author.*







*When lighting conditions are just right, however, a window can also be a mirror. Literature transforms human experiences and reflects them back to us and in that reflection, we see our own lives and experiences as part of a larger human experience.*

*Dr Rudine Sims Bishop*









## Appendix 1: Reading Vipers

### Key Stage 1

<b>Vocabulary</b> Draw upon knowledge of vocabulary in order to understand the text. 	<b>Infer</b> Make inferences from the text. 	<b>Predict</b> Predict what you think will happen based on the information that you have been given. 	<b>Explain</b> Explain your preferences, thoughts and opinions about the text. 	<b>Retrieve</b> Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information. 	<b>Sequence</b> Sequence the key events in the story. 
<b>Example questions</b> <ul style="list-style-type: none"> <li>• What does the word ..... mean in this sentence?</li> <li>• Find and copy a word, which means .....</li> <li>• What does this word or phrase tell you about.....?</li> <li>• Which word in this section do you think is the most important? Why?</li> <li>• Which of the words best describes the character/setting/ mood etc?</li> <li>• Can you think of any other words the author could have used to describe this?</li> <li>• Why do you think ..... is repeated in this section?</li> </ul>	<b>Example questions</b> <ul style="list-style-type: none"> <li>• Why was..... feeling.....?</li> <li>• Why did ..... happen?</li> <li>• Why did ..... say .....</li> <li>• Can you explain why.....?</li> <li>• What do you think the author intended when they said.....?</li> <li>• How does ..... make you feel?</li> </ul>	<b>Example questions</b> <ul style="list-style-type: none"> <li>• Look at the book cover/blurb - what do you think this book will be about?</li> <li>• What do you think will happen next? What makes you think this?</li> <li>• How does the choice of character or setting affect what will happen next?</li> <li>• What is happening? What do you think happened before? What do you think will happen after?</li> <li>• What do you think the last paragraph suggests will happen next?</li> </ul>	<b>Example questions</b> <ul style="list-style-type: none"> <li>• Who is your favourite character? Why?</li> <li>• Why do you think all the main characters are girls in this book?</li> <li>• Would you like to live in this setting? Why/why not?</li> <li>• Is there anything you would change about this story?</li> <li>• Do you like this text? What do you like about it?</li> </ul>	<b>Example questions</b> <ul style="list-style-type: none"> <li>• What kind of text is this?</li> <li>• Who did.....?</li> <li>• Where did.....?</li> <li>• When did.....?</li> <li>• What happened when.....?</li> <li>• Why did ..... happen?</li> <li>• How did .....?</li> <li>• How many.....?</li> <li>• What happened to.....?</li> </ul>	<b>Example questions</b> <ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after .....</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> <li>• In what order do these chapter headings come in the story?</li> </ul>

## Key Stage 2

<b>Vocabulary</b> Find and explain the meaning of words in context. 	<b>Infer</b> Make and justify inferences using evidence from the text. 	<b>Predict</b> Predict what will happen based from the details given or implied. 	<b>Explain</b> Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience. 	<b>Retrieve</b> Retrieve and record information and identify key details from fiction and non-fiction. 	<b>Summarise</b> Summarise the main ideas from more than one paragraph. 
<b>Example questions</b> <ul style="list-style-type: none"> <li>• What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>• Which word tells you that....?</li> <li>• Which keyword tells you about the character/setting/mood?</li> <li>• Find one word in the text which means.....</li> <li>• Find and highlight the word that is closest in meaning to.....</li> <li>• Find a word or phrase which shows/suggests that.....</li> </ul>	<b>Example questions</b> <ul style="list-style-type: none"> <li>• Find and copy a group of words which show that...</li> <li>• How do these words make the reader feel? How does this paragraph suggest this?</li> <li>• How do the descriptions of ..... show that they are .....</li> <li>• How can you tell that.....</li> <li>• What impression of ..... do you get from these paragraphs?</li> <li>• What voice might these characters use?</li> <li>• What was .... thinking when.....</li> <li>• Who is telling the story?</li> </ul>	<b>Example questions</b> <ul style="list-style-type: none"> <li>• From the cover what do you think this text is going to be about?</li> <li>• What is happening now? What happened before this? What will happen after?</li> <li>• What does this paragraph suggest will happen next? What makes you think this?</li> <li>• Do you think the choice of setting will influence how the plot develops?</li> <li>• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul>	<b>Example questions</b> <ul style="list-style-type: none"> <li>• Why is the text arranged in this way?</li> <li>• What structures has the author used?</li> <li>• What is the purpose of this text feature?</li> <li>• Is the use of ..... effective?</li> <li>• The mood of the character changes throughout the text.</li> <li>• Find and copy the phrases which show this.</li> <li>• What is the author's point of view?</li> <li>• What affect does .... have on the audience?</li> <li>• How does the author engage the reader here?</li> <li>• Which words and phrases did ..... effectively?</li> <li>• Which section was the most interesting/exciting part?</li> <li>• How are these sections linked?</li> </ul>	<b>Example questions</b> <ul style="list-style-type: none"> <li>• How would you describe this story/text? What genre is it? How do you know?</li> <li>• How did...?</li> <li>• How often...?</li> <li>• Who had...? Who is...? Who did....?</li> <li>• What happened to...?</li> <li>• What does..... do?</li> <li>• How ..... is .....</li> <li>• What can you learn from ..... from this section?</li> <li>• Give one example of.....</li> <li>• The story is told from whose perspective?</li> </ul>	<b>Example questions</b> <ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after .....</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/ middle/end of the story?</li> <li>• In what order do these chapter headings come in the story?</li> </ul>