

Reading

Teaching & Learning Manual

For Years 1 to 4

(September 2022)

Reading at Snape Wood Primary and Nursery School

Vision:

At Snape Wood, we put the teaching of reading at the heart of our curriculum, our principal objective is to develop confident readers, who can follow lines of enquiry. Reading teaching at Snape Wood is precise and systematic: we want our children to be able to read fluently as well as make links, joins and connections across what they read. We recognise the importance of phonics, and it takes priority within our Early Years provision, with children accessing phonics sessions twice per day. As educators, we plan for regular opportunities of demonstration reading, as well as a heavy focus on oracy, cumulating with the children's articulate independent response to what they have read.

Curriculum Intent:

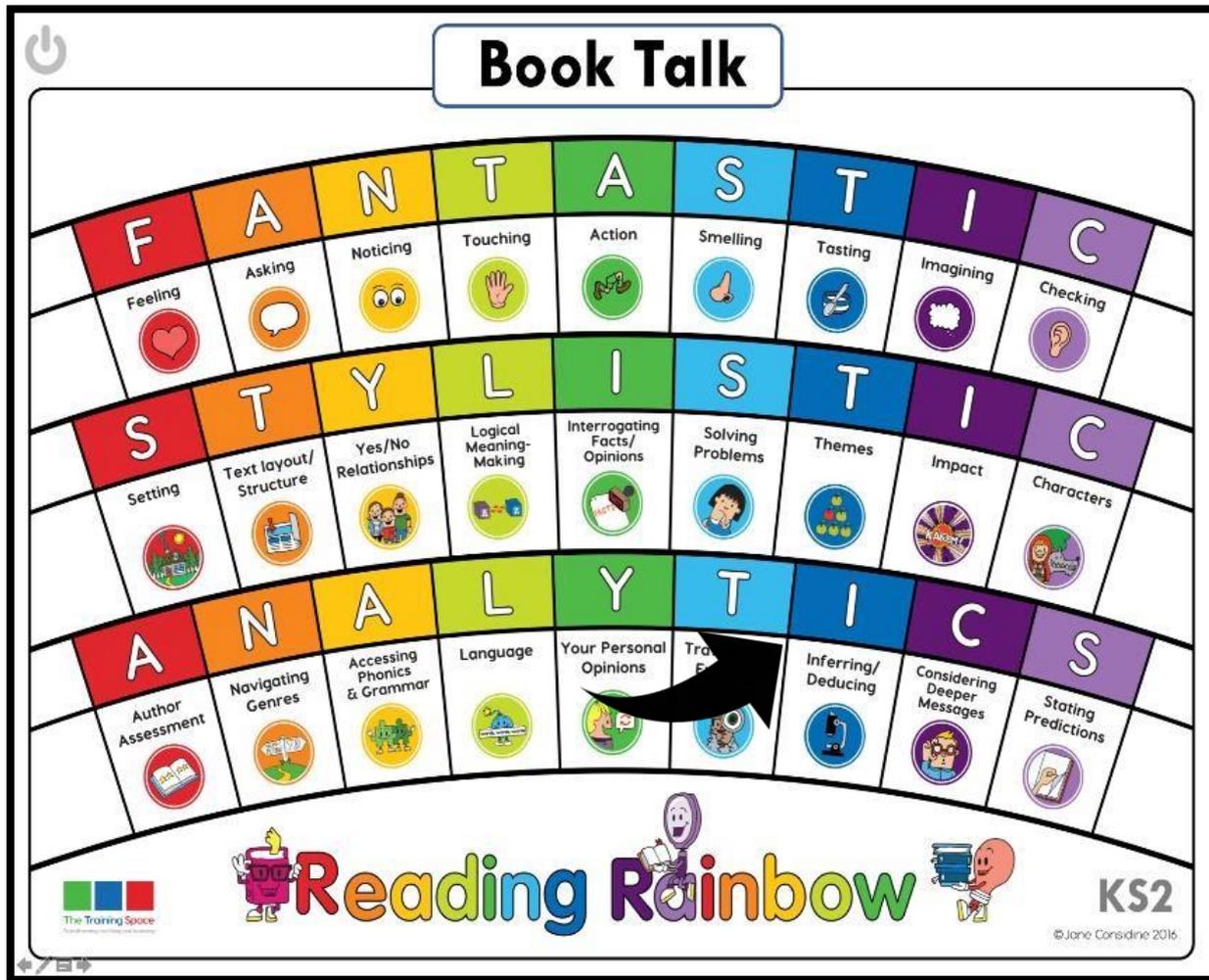
We aim for all pupils to:

- + become fluent readers through the use of the systematic teaching of phonics in the early years and subsequently the systematic teaching of 'lenses' of interrogation.
- + develop a love of reading, where children choose to read across genres, demonstrating fluency and the ability to analyse and evaluate what they have read.
- + see reading as purposeful and as a route to accessing other areas of our inspirational curriculum
- + be introduced to a range of genres that are broad yet necessarily selective
- + become experts at 'logical meaning making,' thus having the ability to follow different lines of enquiry.
- + use tier 2 language- specifically tier 2b language to illuminate their thinking both orally and via text.

Implementation:

Each teacher uses the Reading Rainbow from Year 1 up to Year 3 (Year 4 for 2022 – 2023). Using the tiers of the rainbow breaks down the reading competencies that children need in order to discuss, evaluate and critique the texts that they encounter in reading lessons.

In addition, after each half term's assessment, each class will have intervention reading resources provided by Mark Rising Stars in order to address gaps and misconceptions as part of whole class teaching.



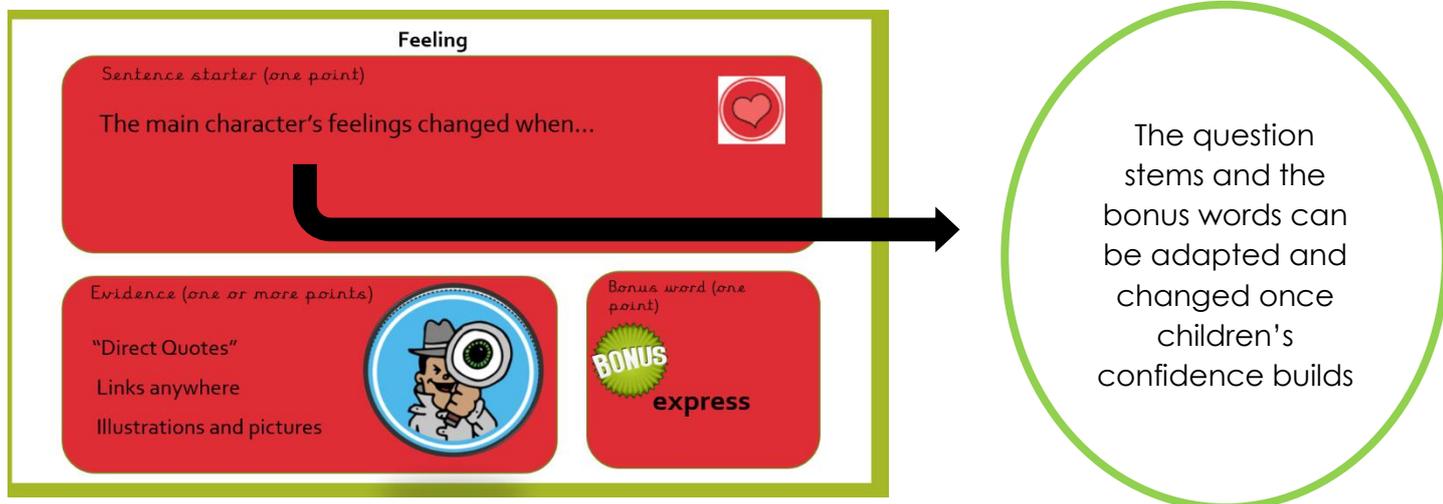
The individual lenses of the rainbow allow children to interrogate and look closely at texts – The Rainbow is split in to 3 tiers- the FANTASTICS, STYLISTICS and ANALYTICS. The rainbow has a mixture of 'zooming in' and 'zooming out' lenses which may require children to find particular evidence from a certain section of text (zooming in), or the more challenging skill of reading across chapters, in order to draw down conclusions (zooming out)

Example – tier 1, are all 'zoom in' however 'themes' from tier 2 is zoom out.

There is a hierarchy to the rainbow with the FANTASTICS being the most accessible to children. Teachers should select a lens from each tier during all 3 modes of reading, with

the exception being in Year 1 where the focus should remain on the FANTASTICS and STYLISTICS until the Summer term.

In order to support the teaching of reading, each classroom teacher has access to an interactive reading rainbow, this allows the teacher to provide a talk frame for oracy, along with a 'book talk bonus word' for the children to use in their answers- the interactive reading rainbow is used in both Book Talk Sessions and in whole class guided practice where the teacher guides the children through a book talk session as a whole class.



Reading Lessons

Reading sessions at Snape Wood are ring-fenced - the children hear the class teacher read their class novel for 10 minutes each day. During this time a teacher reads with tremendous intentionality – teachers are invested, enthusiastic and excited about what they read. When reading long-form books, children will have their own copies and are asked to follow along with their 'reading finger.'

Within lessons, we also encourage responsive reading, where children repeat words and phrases back to the teacher. In EYFS this may only be a word, whereas in upper key stage 2 this is often a longer passage of text. We teach children common themes such as love, loss, courage, friendship etc. and ask them to apply this understanding to the texts that they read. As children progress through school they begin to discover that often books are not centred around just one theme. Children are encouraged to share their ideas and make connections in pairs, in groups and with the class.

Alongside the 10 minutes of teacher 'read aloud', there is also a 45-minute reading session each day. These sessions are either 'book talk' sessions, whole class guided practice, guided reading sessions, or independent comprehension sessions.

See Jane Considine Hooked on Books CPD Sessions for more information

Session 1 Demonstration Reading <https://www.youtube.com/watch?v=mDORrZVrJYU&t=3346s>

Reading Part 2 <https://www.youtube.com/watch?v=o-6dGudNzJk&t=3515s>

Two Week Timetable: (Yeas 1, 2, 3, 4)

Week 1	Week 2
Book Talk	Book Talk
Whole Class Guided Practice	Independent Comprehension Session
Book Talk	Book Talk
Independent Comprehension Session	Whole Class Guided Practice
Whole Class Guided Practice	Book Talk

Book Talk – Initiate (use of reading rainbow)

Whole Class Guided Practice – Model

Independent Comprehension Session – Enable (use of reading rainbow is optional *)

Over a 2-week period the children should experience 5 Book Talk sessions, 3 whole class guided practices, and 2 independent sessions.

Year 1 children should focus on phonics sessions with 3 reading sessions per week until Christmas- these should be in the form of 2 X Book Talk, 1 X Whole Class Guided Practice. Depending on the ability of the class, this can continue in the Spring term. However, by the summer term children should be exposed to the time table above in order to prepare them for the expectations of Year 2.

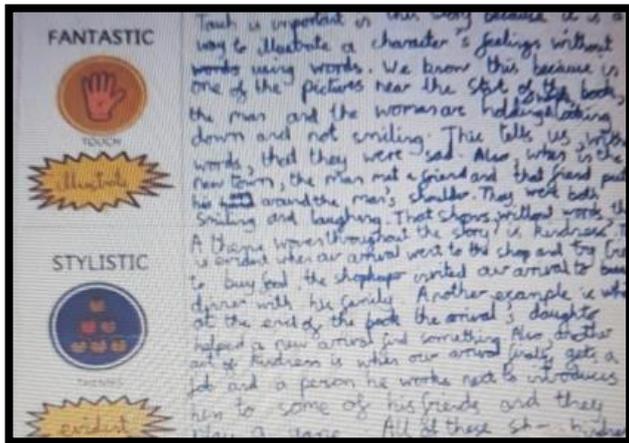
After each half term, Mark Rising Stars Interventions will replace one whole class guided practice session each week in order to help address misconceptions, develop exam literacy and focus on core skills.

Book Talk

Book Talk promotes oracy with a focus on formality and depth, supporting wider literacy outcomes alongside reading comprehension. Children are broadly grouped in to attainment groups. Each group has a text matched to their reading ability. These sessions enable deep discussion about what they have read. The children read through 3 different lenses, one from each tier. After 7 or 8 minutes the children stop reading (this can be independent, pairs or as a read around) and use the talk scaffold which they populate with their ideas (encourage notes on a whiteboard rather than spending time copying the sentence). Children's talk is supported by a 'book talk bonus word,' which helps the children to articulate their ideas clearly and concisely, as well as developing their vocabulary. A group that has not been supported by the teacher will then be asked to feedback to the class their response. *Can they explain themselves well? Are their answers clear and concise? Do the other groups understand, even though they haven't been reading the same text?* The children then move on to a new 'lens for looking' and the process repeats. **3 tiers; 3 lenses for looking in each session.**

Whole Class Guided Practice –Sunday Sessions Jane Considine Reading Part 2 (34:25-54:00)

During whole class guided practice the class share the same text and there is a clear demonstration of reading comprehension, modelled by the teacher. The teacher constantly makes their thinking visible to the children by using one of the 'lenses for looking' as their focus. The teacher uses book talk sentence stems, alongside tier 2 versatile language to model their answer. Children note take in unison with the teacher, then, once the teacher has modelled their answer, the children answer the same question themselves, with the support of the teacher's modelled example. See example below. Children write down



Whole Class Guided Practice

Weeks 1-3	Class Novel
Week 4	Poetry
Week 5 & 6	Non-fiction

In order to ensure that children are exposed to a range of genres the timetable above should be adhered to. It does not matter if a class has not finished their 'class read' as they will continue to listen to this during the 10 minute daily reading session.

Through the use of the above strategies' children are exposed to articulate technical answers, either modelled by the teacher or developed by the children in their reading groups.

This knowledge is then applied during the children's independent sessions.

Teachers' asses in the moment during these sessions, much like our colleagues in the Early Years. During the session's, teachers make notes regarding fluency, phonological awareness, reading at pace, the use of strong supporting evidence, articulate thinking and the use of correct terminology. This is tracked on Book Talk Reading Assessment tool.

Reading is further developed by the use daily reading homework which is an expectation across School. Children who have logged their reading practice and brought in their reading diaries will be entered into the class's weekly prize draw to receive a free book of their choosing.

The school reading bus will also be open throughout the week both in school and at the end of the day, so that children are able to visit the library.

Independent Comprehension Sessions

During these sessions the children read the book that is pitched at their level (the same text as used during Book Talk sessions), they read through the same 3 lenses of looking that have been

demonstrated earlier in the week. Sentences starters and the 'high utility/ bonus words' can be changed, however teachers should use their judgement to decide if the children are ready for this. (* teachers can use the same sentence stems and book talk bonus word as used on the interactive book talk PowerPoint, or can create their own)

Adaptive Teaching

We follow the aims and philosophy of the New National Curriculum as detailed below:

'The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.'

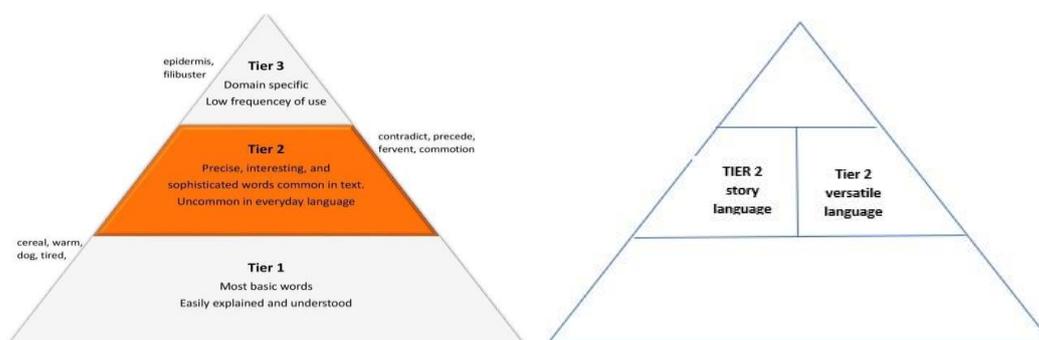
Through the use of the 3 modes of reading children are exposed to texts that are challenging for them to read but rich in vocabulary, plot structures and features – these are read by the teacher, plus texts that are matched to their level – children access these texts during 'Book Talk' and the independent comprehension sessions.

When a child has a very specific SEN they should have differentiated planning written by the class teacher and adapted to support their needs, as a school, we use 'Reading Eggs' and 'Read Theory' to provide additional individualised learning opportunities.

All children at Snape Wood Primary and Nursery School are entitled to Quality First Teaching and only if this does not meet their needs would an intervention be planned and carefully monitored.

The Teaching of Language during reading sessions

Language is crucial to the teaching of reading and we encourage children to look for both positive and negative vocabulary found in texts. As well as discussing the language found in the books or extracts the children read, during each reading session we also refer to versatile, tier 2 language, teachers actively teach this language and model using it both orally and in their written responses (high utility bonus words). We recognise that in order to be competent and succinct readers, children need more than the phrase 'shows and tells us....'



The 'tier 2' section of the triangle has been split in to 2 sections – tier 2a, which predominantly links to the teaching of writing, and tier 2b which are the versatile, high utility words. Within this category you will find words such as **reveals, classify, symbolises, establishes, sharpens** etc. These words are used in each reading session, – modelled by the teacher and then used by the children – used precisely these words illuminate the children's thinking.

Reading Support in the Classroom

All classrooms display the tier 2 language that the children have been explicitly taught by the teacher. This should be displayed on or around the reading display so that they can be referred to in subsequent sessions and act as an aid memoire for children who still require that scaffold and support. Children who find it difficult to record and take notes, or have difficulty recalling information, could use tools such as book creator independently or as part of a group in order to support their understanding.

Review of learning - Daily - Formative Assessment

No written marking will take place in reading. Reading will be assessed by teachers through the use of a reading rainbow assessment tracker.

Praise and work to share – use children's initials and share a selection of work that demonstrates a clear, concise answer linked to the lens studied. This should be added to the reading area and will continue to help scaffold, support and praise learners just like they get in 'The Write Stuff.'

Further Support – the lens should be referenced, any children who need further support should be referenced. These children should become the focus group when the same lens is revisited.

6. Summative Assessment

The children will undertake NTS tests 3 times each year.