

St Peter's



Church of England  
Primary School

# Outstanding Reading at St Peter's

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At St Peter's, we believe that developing children as expert and enthusiastic life-long readers is a fundamental entitlement for every individual pupil. Reading is a journey that starts with children learning to read and develops into children being able to read in order to learn. Reading is the key that opens many doors and successful readers will have a head start in all that they do.

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

Jane Austen

**“Young readers have the power to shape the world.”**

Amanda Gorman

**“When I look back, I am so impressed again with the life-giving power of literature. If I were a young person today, trying to gain a sense of myself in the world, I would do that again by reading, just as I did when I was young.”**

Maya Angelou

**“Today a reader, tomorrow a leader.”**

Margaret Fuller

**“Reading is an exercise in empathy; an exercise in walking in someone else's shoes for a while.”**

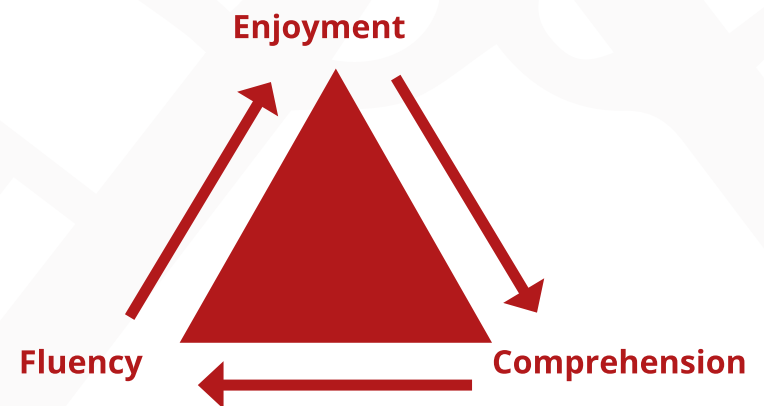
Malorie Blackman

At St Peter's, we recognise that being an expert reader is a key skill for every child that will enable them to achieve in all areas of their life. We believe that every child can learn to read and can develop a love for reading – with the right teaching and encouragement from enthusiastic, knowledgeable teachers. In order to achieve this, we place reading at the heart of our curriculum and have developed a clear and coherent whole-school strategy for teaching the skills of reading and promoting reading for pleasure.

Our reading culture is embedded across the school, with school staff acting as champions for reading. We weave reading into as many aspects of school life as possible. For example, our school houses are named after four inspirational authors/ poets: Coelho, Donaldson, Jeffers and Rauf. Children learn about these authors and explore their amazing work. We also celebrate wonderful books with children weekly in our collective worship. This is a great opportunity for teachers to show children that they are readers and allows staff to share some of their favourite stories with the school.

To achieve an environment in which children love reading, we invest in regular staff training through the 'Expert Teaching Programme' (ETP) and peer review so that all staff are able to deliver outstanding provision. Staff are also provided with opportunities to share and discuss children's literature as part of our staff training. We build time for all children to read independently and for pleasure within the school day. We invest in quality resources that meet the needs of our context covering a range of genres so that our readers can be enthused and inspired. Knowing the significant role they play, we also involve parents to encourage the extension of our school reading culture to the home environment.

In order to ensure that we are teaching reading in its fullest sense, we have separated the teaching of reading into 3 explicit strands, which are all interlinked:



## 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.

### Carefully chosen non-fiction texts

linked to foundation subjects are displayed and made accessible for children to deepen their knowledge and understanding of what they are learning.

Reading rivers for each class or year group are displayed to celebrate the variety of texts that children have read together across the year. These reading rivers can prompt discussion, support retrieval and inspire children to make links between the different texts we read. They are a source of pride for children to see how many books they have enjoyed across the year. These books are a mixture of texts: class texts read for pleasure; texts used in reading lessons; texts shared in worship and texts shared in relation to foundation subjects.



**“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)

## Fluency

In order to love reading, children need the skills to access texts with automaticity and fluency. At St Peter's, we follow our Unlocking Letters and Sounds programme, which is a systematic, synthetic and rigorous approach, to teach 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 throughout their entire school journey, through structured fluency sessions and continuous modelling. We know that teaching reading fluency leads to improved comprehension and this, in turn, contributes to a love of reading.

## Comprehension

In order to be competent readers who can confidently access and enjoy texts, children must be explicitly taught strategies to help them to fully understand what they are reading. At St Peter's, we expertly teach comprehension through a progression of skills so that children can access texts for both pleasure and information.

Comprehension sessions have a specific focus on a particular content domain taken from the KS2 reading framework.

## Reading in the Moment



Children are taught about '**Reading in the Moment**' to support their metacognition skills. Teachers model these skills while reading aloud to children as well as spending time explicitly focusing on developing these skills. Children are taught that there are eight key skills that expert readers use as they are reading to help them to comprehend what is being read. Teachers model how they use these skills as expert readers to support children's understanding of this. Reading in the Moment skills are modelled to children:

- **Knowledge** – children are taught to use their background knowledge and experiences to make links with what they are reading
- **Predict** – children are taught to make predictions based on what they have read and ask questions to further their knowledge
- **Visualise** – children are taught to build pictures in their minds in order to create a mental image of what is happening in the text
- **Infer** – children are taught to make inferences using clues in the text, such as those about characters' feelings and motives
- **Notice** – children are taught to recognise when a word causes them confusion or is being used in an unfamiliar or different context
- **Repair** – children are taught strategies to understand new words or words in different contexts, including the use of root words, prefixes and suffixes
- **Very Important Words** – children are taught to identify key words or phrases that are integral to the text
- **Link** – children are taught to link these words together in order to understand the text as a whole

For children to become confident readers, they need to be secure in all of the elements above and teachers need to be skilled in teaching these elements.

### Content domain reference

2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

Reading comprehension sessions provide an opportunity to model the key skills an expert reader uses- we refer to these as our 'Reading in the Moment' skills.

Teachers model the skills needed to answer these types of questions and allow children time to practise these with guidance. Then children work independently to answer a range of comprehension questions, including those which focus on the skill taught in that lesson.

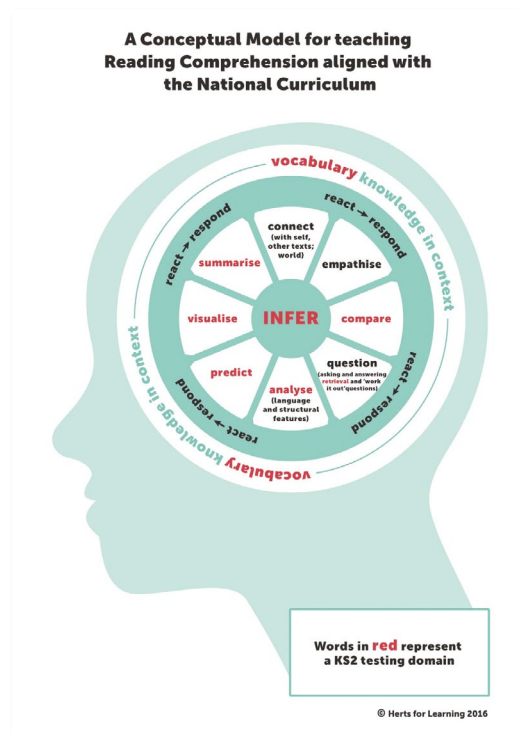
Teachers at St Peter's have a strong grasp of the National Curriculum and a clear understanding of what children of different ages should achieve. Teachers assess the children against the EYFS profile, the end of KS1 and end of KS2 frameworks. Use of NFER reading comprehension tests allow teachers to assess children's attainment throughout the year. Teachers use these assessments to inform lesson planning and support children in key areas identified from assessments. Furthermore, teachers use their expertise to assess children's fluency in reading to ensure they are reading a precisely matched book to practise key fluency skills. They have good understanding of what the expected and depth standards look like at the end of each year of a child's primary education.

Through our carefully crafted reading offer, we teach all of the strands required for children to be successful readers as shown in this helpful model:

## Home-School Partnership

We are relentless in our drive to involve parents in all elements of our reading offer as we recognise that a strong home-school partnership, with shared reading values, is an essential factor in every child's successful reading development. We ask parents to support our reading aims and vision by reading, talking about and enjoying books with their child, at least four times a week. In order to achieve this, we offer parent workshops as well as training videos to enable parents to confidently support their children with reading at home, as well as providing high quality books for the children to take home and enjoy with their families.

Sharing quality texts with parents through our reading newsletter means that parents can be supported in improving their knowledge of quality children's texts and authors. We are also promoting a staff – parent book club where adults can enjoy quality children's literature and discuss this to further support our home-school partnership.



## Celebrating Reading

At St Peter's, we celebrate and promote reading every day of the year, embedding it at the heart of everything we do. However, there are also a number of book related events that are organised throughout the year: World Book Day, National Poetry Day, Books at Bedtime, visits from authors, storytellers and illustrators to enthuse the children and promote a sense of 'the special and the magical'.

In our Friday collective worship, we celebrate reading as well as children's achievements. Teachers share favourite books with children to demonstrate their own love for reading.

In 2022, we renamed our houses to celebrate some of our favourite children's authors as part of International Day of Democracy. Teachers, parents and children all had a say in who they would like to name the houses after. We decided on Coelho, Donaldson, Jeffers and Rauf and launched the houses on our first Family Day of the year.

**“Schools that take the business of reading for pleasure seriously, where teachers read, talk with enthusiasm and recommend books, and where provision for reading is planned carefully, are more likely to succeed with their pupils’ reading. This success was seen in the survey schools, both in good test results and an enthusiasm for reading beyond the classroom.”**

OFSTED Excellence in English 2011

## Timetabling

In order to teach all of these essential reading skills, teachers carefully timetable sessions as shown in the tables below.

### EYFS and Key Stage 1

Whole class reading for pleasure	Daily
Phonics	Daily class session Continual embedding across the day Daily 1-1 interventions for lowest 20%
Guided Reading (fluency and comprehension)	1 session per week in small group KS1 - Additional independent practice daily with well-matched decodable texts
Reading comprehension Y2	1 session per week to practise written responses
Vocabulary	EYFS and Y1 Mrs Wordsmith daily

### Key Stage 2

Whole class reading for pleasure	Daily
Reading comprehension	1 whole class session per week
KS2 reading fluency	1 x targeted session at least fortnightly with teacher Lowest 20% extra 2 sessions with TA (Unlocking Reading Fluency)
Phonics	Targeted sessions daily for identified children
KS2 Book club	1 session a week with peers
Vocabulary	Y3 and Y4 explicit teaching 1 x a week Y5 and Y6 Mrs Wordsmith consolidation as needed
Latin	1 x a week

The logo for 'Unlocking Letters & Sounds' features the text 'Unlocking Letters & Sounds' in a bold, black, sans-serif font. The word 'Unlocking' is on the top line, and 'Letters & Sounds' is on the bottom line. A red keyhole icon is positioned over the letter 'i' in 'Unlocking'. The text is enclosed within a red, rounded rectangular border that has a white dashed outline. The background of the logo area is white with faint, light grey circular patterns.

# Unlocking Letters & Sounds

## Phonics Scheme

**We are proud to use Unlocking Letters and Sounds developed by staff at St Peter's. Unlocking Letters and Sounds 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.

In Year 1 through Phase 5a, b and c, the children learn any alternative spellings and pronunciations for the graphemes and additional common exception Words. By the end of Year 1, children will have mastered using phonics to decode and blend when reading and segment when spelling. In Year 1 all children are screened using the national phonics screening check.

In Year 2, phonics continues to be revisited to ensure mastery of the phonetic code and any child who does not meet age related expectations will continue to receive support to close identified gaps.

*For further details please see 'Unlocking Letters and Sounds' progression on ULS platform.*

To ensure no child is left behind at any point in the progression, children are regularly assessed and supported to keep up through bespoke 1-1 interventions. These include GPC recognition and blending and segmenting interventions. The lowest attaining 20% of pupils are closely monitored to ensure these interventions have impact.

*Instructions for these interventions as well as model videos can be found on the ULS platform. Further information about supporting the lowest 20% can be found in the document 'Ambitious Expectations'.*

## Reading Scheme

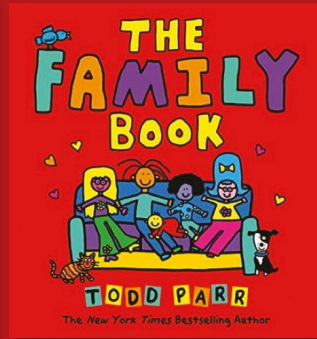
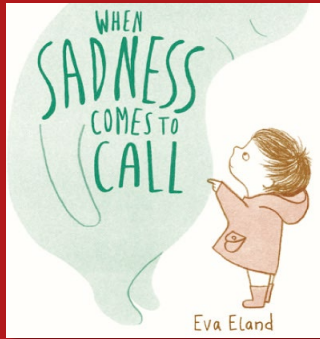
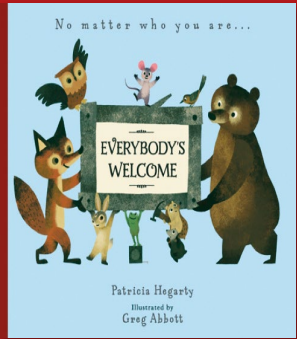
At St Peter's we promote a 'phonics first' approach and in both our guided reading sessions at school and in the books children take home, texts are very closely matched to a child's current phonics knowledge so that every child can experience real success in their reading.

In these crucial early stages of reading we primarily use books from **Ransom Reading Stars**, with whom we worked in partnership when creating **Unlocking Letters and Sounds** to ensure complete fidelity to the phonic progression we follow.

Once children progress beyond decodable texts, they move onto Mastery books so that they can continue to progress in their decoding, fluency and comprehension skills to become avid, expert readers.

For further information on the programme as well as lessons, interventions and assessment please log on to the ULS platform using the school log in details.

# Reception



## Enjoyment

Right from the beginning of their reading journey, children in Reception are given the skills and resources to be successful and to see themselves as readers. The texts they are expected to read themselves are well matched to their accumulated phonic knowledge enabling reading practise to be a celebration of what they have learnt and an enjoyable, rewarding experience from the very start.

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 picture books, poems and rhymes beyond their reading ability.

In reception, children are given the opportunity to immerse themselves in texts through role play, dressing up, story squares and retelling of stories using puppets, masks etc. A home-school reading partnership is strongly encouraged and every child has a reading record in which parents record their daily home reading. At St Peter's we encourage parents to read to their children regularly and support our school reading culture. We welcome a team of parent volunteers into school who read 1:1 with children and promote a love of reading.

## Fluency

In reception, the children develop their phonics skills through a systematic and rigorous daily phonics programme, developed right here at St Peter's, called Unlocking Letters and Sounds. We are so passionate about our approach to high quality phonics teaching that we submitted our programme for validation by the DFE, which we were awarded in December 2021 and our model has since been adopted by numerous schools nationwide. Key to our success teachers regularly and robustly 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 keep up rather than catch up. Common exception words are taught and practised daily, and children are encouraged to practise reading these words at home. As soon as children are able to access a book they will read once a week in a guided group with one of our expert members of staff.

These practise sessions feature books well matched to the children's accumulated phonics knowledge and focus on decoding, fluency and prosody. A high quality initial input from the adult enables the children's independent reading to be as successful as possible.



The teacher tunes into each child in turn as they read giving expert support and encouragement allowing children to grow into confident and accomplished readers.

## Comprehension

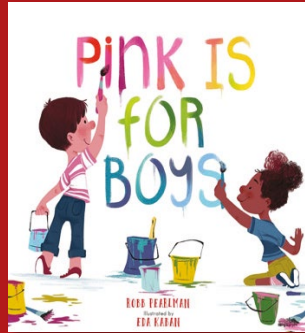
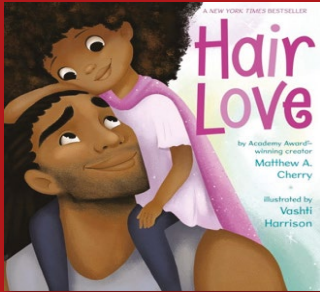
Through class texts, and daily story time texts, teachers will develop comprehension skills through book talk and expert questioning. During guided reading sessions the children will also develop their comprehension skills including being able to retell and make predictions.

## Assessment

- Teachers regularly monitor child's reading progress through phonics and reading sessions. Books for home practice are selected by the teacher based on the child's individual phonic knowledge and blending ability.
- Strong AFL is in place in phonics sessions and each child's progress is tracked and monitored regularly, usually 3 weeks after initially being taught. Assessments are monitored by the Phonics lead termly. Where, through classroom AFL, a child is identified as falling behind, intervention is used to ensure that progress is maintained.
- Comprehension is assessed through oral questioning and responses, either in whole class reading sessions or during 1:1 reading.



# Year 1



## Fluency

In Year 1, the children continue to extend and apply their knowledge of the phonetic code through our systematic and rigorous daily phonics programme, Unlocking Letters and Sounds. This will now include learning alternate graphemes that may represent the same phoneme. Teachers regularly and robustly 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 keep up rather than catch up. Weekly guided reading sessions led by our expert staff will feature books well matched to the children's accumulated phonics knowledge and focus on decoding, fluency and prosody. A high-quality initial input from the adult enables the children's independent reading to be as successful as possible. The teacher tunes into each child in turn as they read giving expert support and encouragement allowing children to continue to grow into confident and accomplished readers. Books children take home are closely matched to their individual phonetic knowledge and decoding skills.

These books are encouraged to be re-read three times to develop fluency, prosody and comprehension. Once children are sufficiently secure in their decoding, are reading with automaticity and show a sense of understanding of what they are reading, they move onto our Mastery books. These allow the children to fully embed their knowledge of all GPCs and CEWs learnt from Phases 2 to 5.

## 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 beyond their current reading ability. In Year 1, children are given the opportunity to immerse themselves in texts through role play, story squares and retelling of stories using puppets, masks etc. A home-school reading partnership is strongly encouraged and every child has a reading record in which parents record their daily home reading.

**Unlocking  
Letters & Sounds**

**Home Reading Record**

Name:

Class:

St Peter's  
Church of England  
Primary School

At St Peter's we encourage parents to read to their children regularly and support our school reading culture. Each child's reading record will be monitored once a week.

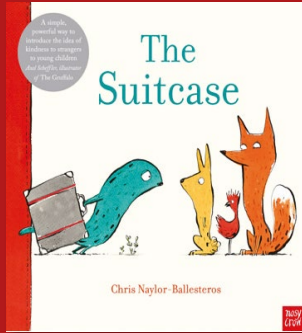
## Comprehension

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'.

## Assessment

- Teachers regularly monitor children's reading progress through phonics and guided reading sessions. Books for home practice are selected based on the child's individual phonic knowledge and blending ability.
- Strong AFL is in place in phonics sessions and each child's progress is tracked and monitored termly. Where, through classroom AFL, a child is identified as falling behind, intervention is used to ensure that progress is maintained. The statutory phonics screening test is administered in term 6 to ensure that each child has met the national standard. Phonics teaching continues beyond the screening to ensure mastery.
- Comprehension is assessed through oral questioning and responses, either in whole class reading sessions or guided groups.

# Year 2



## Fluency

In Year 2, the children continue to master their phonic and word recognition skills. Daily phonics lessons continue in Year 2 until the full Unlocking Letters and Sounds progression has been completed. In these lessons children are taught to read more challenging words containing a range of different prefixes and suffixes. Through weekly guided reading, children will receive targeted fluency teaching where there will be a focus on reading with automaticity, pace and expression. Children are challenged to read at an appropriate pace, aiming for a minimum of 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 bespoke daily phonics intervention and targeted guided reading throughout year 2 so that they can become secure in their GPC and decoding skills. The effectiveness of these interventions is monitored termly by the phonics lead.

## 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. In Year 2, 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 St Peter's we encourage parents to read to their children regularly and support our school reading culture. Each child's reading record will be monitored once a week.

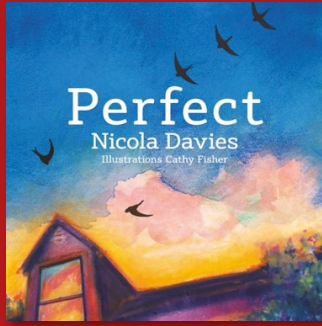
## Comprehension

Through class texts, and daily story time 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. 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 questions more formally in preparation for their end of KS1 statutory assessments'.

## Assessment

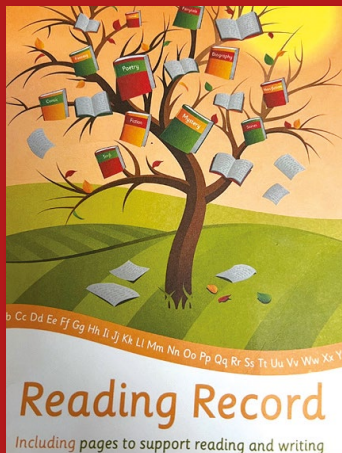
- Teachers regularly monitor child's reading fluency progress through guided reading sessions. Each child will have at least one 1:1 session a term where the class teacher assesses the child's reading level for a book band for home reading.
- Timed challenges are in place to assess a child's ability to read at 90 words + a minute.
- Comprehension is assessed through oral questioning and responses, either in whole class reading sessions or guided groups. It is also assessed through more formal written responses to questions in comprehension sessions or written responses during English lessons (e.g. a character description/making links to prior reading)
- Statutory reading assessment takes place in term 5.

# Year 3



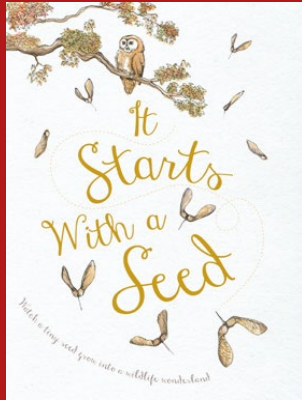
## Enjoyment

A wide range of books are chosen as a stimulus for learning across the curriculum. In year 3, children will be exposed to increasingly challenging chapter books and a range of genres to broaden their reading experiences. After lunch, every day, the children read for 20 minutes in order to develop their reading independence, stamina and range of literature. 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 for parents to record their daily home reading in, which is collected by the teacher each week to gain an insight into a child's reading habits at home.

At St Peter's, we encourage parents to read aloud with their children regularly and support our school reading culture.



## Fluency

In Year 3, every child will receive a targeted guided reading session (at least once a fortnight) where there will be a focus on reading fluency. Staff ensure that fluency skills – speed, accuracy and expression – are taught so that each child has no gaps in their reading skill set. In line with our 'Unlocking Reading Fluency' sessions, teachers model prosodic reading and accurate phrasing. Children echo read and practise re-reading following expert modelling by an adult. Books will be well matched to the child's current reading ability. Where children are working significantly below year group expectations, they will receive extra daily intervention to secure decoding and fluency skills. All children will have appropriately matched banded books (reading at independent level 95% accuracy) for home practice.

Children who require extra support with their reading fluency take part in twice weekly '**Unlocking Reading Fluency**' sessions with a teaching assistant. These sessions focus on modelling prosodic reading and reading with appropriate phrasing to enhance meaning. As expert readers, adults emphasise phrase boundaries and key words or phrases to support reading for meaning. To practise this, children listen to an adult model and then echo read phrases or sentences. After practising smaller chunks of the text, children re-read longer sections of the text aloud with a partner. Children receive feedback from the adult and their peers to celebrate what they have done well. In the second session of the week, children practise reading the same text with prosody again. They then discuss the text and answer questions pre-prepared by the adult. Since children have practised reading for meaning by using prosody and focusing on phrase boundaries, they are equipped to answer comprehension questions more skilfully. This practice supports children to not only become more fluent in their reading but also to feel more confident in answering comprehension questions.

## Comprehension

Through class texts, and daily story time 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 activities. 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 or using short extracts. Children will be taught to record responses to comprehension questions more formally. Teachers complete TARs during these sessions and will have a clear understanding of each child's strengths and areas for development.

LO: make inferences using evidence from the text

**Sita skipped along the pavement with a big grin on her face. Birthdays were the best days ever!**

**Why is Sita feeling happy?**

**How do you know Sita is feeling happy?**

**What's the difference between the two questions? TTYP**

## Assessment


- Teachers regularly monitor a child's reading fluency progress through guided sessions. Every child, who is still reading at lime level or below, will have at least one 1:1 session a term where the class teacher assesses the child's reading level for a book band for home reading.
- Where a child is still using phonics as a prime approach to reading, they must still receive specific phonics/word recognition provision and their progress should be tracked termly and monitored by the phonics lead.
- Comprehension is assessed through oral questioning and responses, either in whole class reading sessions or guided groups. It is also assessed through more formal written responses to questions in comprehension sessions or written responses during English lessons (e.g. a character description/making links to prior reading).
- NFER testing will be used to support teacher judgement when assessing reading attainment.





## Comprehension

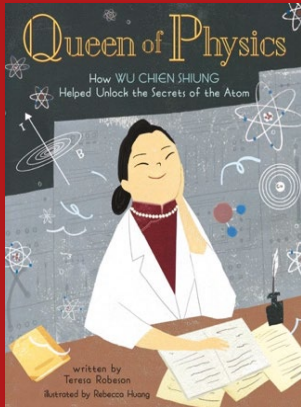
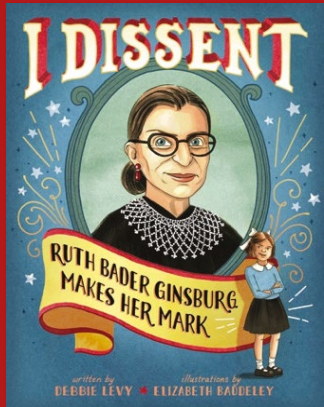
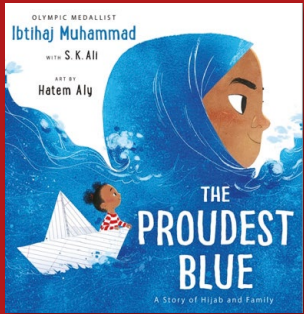
Through class texts, and daily story time texts, teachers will develop comprehension skills through book talk and expert questioning. Children will also have opportunities, in English lessons, to develop written responses to texts and characters and engage in vocabulary enrichment activities. Alongside this, there will be a more formal and structured weekly comprehension session where the children will be taught explicit comprehension skills at an increasingly challenging level. The comprehension in these sessions may be based around a whole picture book or using short extracts. Children will be taught to record responses to comprehension questions formally. Teachers complete TARs during these sessions and will have a clear understanding of each child's strengths and areas for development.

<b>Today's Focus</b>		<b>Top tip:</b> Scan text to look for key ideas!
<b>Below are some different summaries from the first paragraph. Place them in the correct order.</b>		
Long, long ago, there was a great bear.		
but although he had all he needed, there was something missing.		
He was lonely.		
His home was a dark cave from which he could look out across the forest.		
The land gave him roots, the trees gave him fruit and the river gave him fish,		

## Assessment

- Teachers regularly monitor child's reading fluency progress through guided sessions. Where a child is not yet a free reader, they will have at least one 1:1 session a term where the class teacher assesses the child's reading level for a book band for home reading.
- Where phonics, as a prime approach to reading, is deemed appropriate for a learner, they must still receive specific phonics/word recognition provision and their progress should be tracked termly and monitored by the phonics lead.
- Comprehension is assessed through oral questioning and responses, either in whole class reading sessions or guided groups. It is also assessed through more formal written responses to questions in comprehension sessions or written responses during English lessons (e.g. a character description/making links to prior reading).
- NFER testing will be used to support teacher judgement when assessing attainment.

# Year 5



## Enjoyment

A wide range of books are chosen as a stimulus for learning across the curriculum. In year 5, children will be exposed to increasingly challenging chapter books and a range of genres in order to broaden their reading experiences. Teachers read aloud regularly to further instil and inspire a love of literature. After lunch, children read for 20 minutes in order to develop their reading independence, stamina and range of literary texts. In year 5, all take part in Book Club, which encourages children to take real ownership of their reading and share their love of the books they are reading. 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 collect these weekly to gain insight into children's reading habits.

## Fluency

In Year 5, every child, who has not yet fully mastered fluency, will receive a weekly guided session where there will be a focus on reading fluency. Staff ensure that fluency skills – speed, accuracy and expression – are carefully taught. Books will be chosen from the KS2 Rigby Guided Reading selection and will be well matched to the child's current reading ability. Where children are working significantly below year group expectations, they will receive extra daily intervention to secure decoding and fluency skills. Most children will by now be 'free readers' and choosing to read books from the Book Club selection, the school collection or home or local library. Where children are not yet at this level, they will have appropriately matched banded books for home practice.

Children who require extra support with their reading fluency take part in twice weekly **'Unlocking Reading Fluency'** sessions with a teaching assistant. These sessions focus on modelling prosodic reading and reading with appropriate phrasing to enhance meaning. As expert readers, adults emphasise phrase boundaries and key words or phrases to support reading for meaning. To practise this, children listen to an adult model and then echo read phrases or sentences. After practising smaller chunks of the text, children re-read longer sections of the text aloud with a partner. Children receive feedback from the adult and their peers to celebrate what they have done well. In the second session of the week, children practise reading the same text with prosody again. They then discuss the text and answer questions pre-prepared by the adult. Since children have practised reading for meaning by using prosody and focusing on phrase boundaries, they are equipped to answer comprehension questions more skilfully. This supports children to not

only become more fluent in their reading but also to feel more confident in answering comprehension questions.

## Comprehension

Through whole class texts, teachers will develop children's 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 activities. Alongside this, there will be a more formal and structured weekly comprehension session where the children will be taught explicit comprehension skills at an increasingly challenging level. The comprehension in these sessions may be based around a whole book or using short extracts. Teachers will use the reading comprehension progression document to ensure that pitch is sufficiently 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. Teachers complete TARs during these sessions and will have a clear understanding of each child's strengths and areas for development.

L.O. To explain and justify inferences from a text

*Papa Eze didn't look up from his work. Why did Papa Eze not look up at Mama Ginika when she was talking?*

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( 1 mark)

Locate the key part of the text   Visualise   Use evidence from the text   Link evidence to our own knowledge   Look out for clues

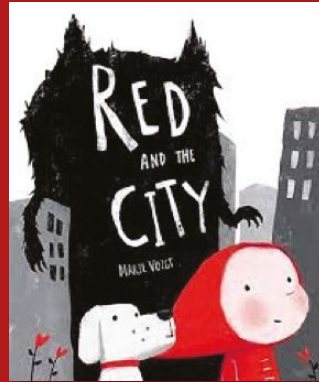
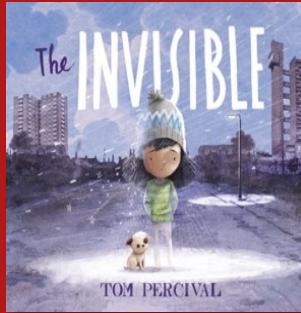
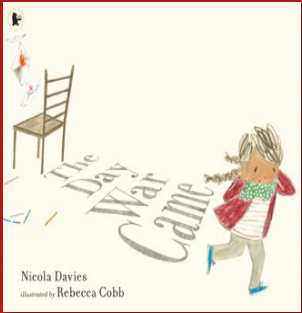
## Lexonik

In year 5, Lexonik is used as an intervention programme to accelerate the progress of children who are not on track to meet the expected standard. Lexonik is delivered by expert teaching assistants and uses fast, focused and fun multi-sensory teaching methods to ensure students are fully engaged in active learning. It significantly boosts vocabulary development and literacy skills, with dramatic, sustained improvements in reading ages.

## Assessment

- Teachers regularly monitor a child's reading fluency progress through guided sessions. Where a child is not yet a free reader, they will have at least one 1:1 session a term where the class teacher assesses the child's reading level for a book band for home reading. Benchmarking may be used to assist teacher assessment.
- Comprehension is assessed through oral questioning and responses, either in whole class reading sessions or guided groups. It is also assessed through more formal written responses to questions in comprehension sessions and progress, against specific objectives, is recorded on TARs.
- NFER testing will be used to support teacher assessment of attainment and progress.

# Year 6



## Fluency

In Year 6, every child who has not yet fully mastered fluency receives a weekly guided session where there will be a focus on reading fluency. During these sessions, books are carefully chosen to be well matched to the child's current reading ability. Where children are working significantly below year group expectations, they will receive extra intervention to secure decoding and fluency skills. However, most children will, by now, be 'free readers' and will have the independence to choose their own books from the Book Club selection – these have been carefully chosen to offer the children free choice whilst ensuring they are accessing high quality texts. When children are not yet at this level, they have appropriately matched banded fluency books for regular practice in school and can still enjoy their book club books at home.

Children who require extra support with their reading fluency take part in twice weekly **'Unlocking Reading Fluency'** sessions with a teaching assistant. These sessions focus on modelling prosodic reading and reading with appropriate phrasing to enhance meaning. As expert readers, adults emphasise phrase boundaries and key words or phrases to support reading for meaning. To practise this, children listen to an adult model and then echo read phrases or sentences. After practising smaller chunks of the text, children re-read longer sections of the text aloud with a partner. Children receive feedback from the adult and their peers to celebrate what they have done well. In the second session of the week, children practise reading the same text with prosody again. They then discuss the text and answer questions pre-prepared by the adult. Since children have practised reading for meaning by using prosody and focusing on phrase boundaries, they are equipped to answer comprehension questions more skilfully. This practice supports children to not only become more fluent in their reading but also to feel more confident in answering comprehension questions.

## Enjoyment

In year 6, a broad range of literature is chosen as a stimulus for learning across the curriculum. After lunch, every day, the children read for 20 minutes in order to continue to develop their reading independence, stamina and breadth of literary texts. In Year 6, all children take part in Book Club, which ensures that every child always has a carefully chosen, high-quality book whilst still enabling children to have choice in what they read. It encourages children to take ownership of their reading and share their love of the books they have experienced. In addition to this, teachers continue to use a range of great quality picture books to engage the children in reading with less cognitive overload.

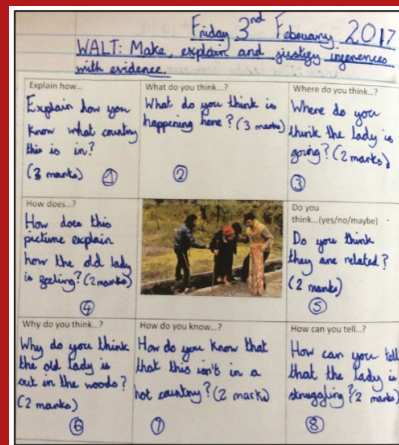
Teachers continue to engage with the process of recommending and supporting the selection of books and continue to monitor every child's reading journey. Reading aloud, and talking about books, at home is still very much encouraged. Parents or children should record home reading in their homework diaries.



## 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 session 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, with children being able to read and understand 95% of the words in the text. Within each session, the focus of the lesson will be clear and assessable against a specific objective. Teachers are asked to keep records on TARs of any children who do not meet the objective during a lesson and will have clear knowledge of each child's strengths and areas for development. Although the input for each session should focus on one particular content domain to ensure explicit teaching, teachers are encouraged to engage in wider book talk. This ensures that children can apply their skills from previous learning and integrate combinations of skills in order to be successful in comprehending what they are reading.

*This is an example of photo-based inference. Children develop their own questions and mark scheme, responding to peers' answers for their questions. Questions are clearly linked to the learning intention and content domains.*



## Lexonik

In year 6, we continue to use Lexonik as an intervention programme to accelerate the progress of children who are not on track to meet the expected standard. This programme is delivered by expert teaching assistants, who have received full training, and uses fast, focused and fun multi-sensory teaching methods to ensure students are fully engaged in active learning. It significantly boosts vocabulary development and literacy skills, with dramatic, sustained improvements in reading ages.

## Assessment

- Teachers regularly monitor children's reading fluency progress through guided sessions. Where a child is not yet a free reader, they will have at least one 1:1 session a term where the class teacher assesses the child's reading level to ensure they are accessing banded books at a level appropriate to their current reading ability. Benchmarking may be used to assist teacher assessment.
- Comprehension is assessed through more formal written responses to questions in comprehension sessions and progress (against specific objectives) is recorded on TARs.
- At the start of Year 6, all children will undertake a past SATs paper and the analysis of these papers will be used to identify areas of strength and weakness across the cohort, and of specific individuals. Regular assessment of comprehension, against end of Key Stage standards, will take place throughout the year to ensure that the children are well prepared for their end of KS2 assessments, which take place in May.

## Explicit vocabulary teaching at St Peter's

The teaching of vocabulary at St Peter's is a vital part of our pedagogy. Extensive research into the vocabulary gap has formed the basis of our rationale for vocabulary teaching. As Alex Quigley says, 'word poor children are left unable to describe their world.' We aim to broaden children's vocabulary knowledge to enable them to be successful at school and beyond. Children's word trajectories are set incredibly early but we can change this through the effective teaching of vocabulary.



The explicit teaching of vocabulary is key to supporting children's reading. The teaching of vocabulary may happen incidentally through class discussions and class texts but we know the teaching of vocabulary explicitly is far more valuable. This ensures all children are exposed to the same, high-quality vocabulary and helps us to increase pupils' wealth of words.

Vocabulary is key to reading comprehension while reading comprehension is also key to developing vocabulary. When we are faced with unfamiliar vocabulary, we draw upon the knowledge we have of the words around it.

Children may be confident at decoding but have weak vocabulary knowledge. As language in texts becomes more complex, they will begin to struggle. Not only does this apply to reading comprehension or reading for pleasure, but also in subjects across the curriculum.

Our vocabulary teaching has a direct impact on children's reading comprehension. When children read, they need to have the skills to understand meanings of unfamiliar words in context; explain how meaning is enhanced through word choices and apply vocabulary knowledge when reading independently for pleasure.

We teach vocabulary explicitly in all year groups using our 'Mrs Wordsmith' scheme. By basing our lessons on these resources, we have a clear set of vocabulary which will be taught to all children during their time at St Peter's.

### Vocabulary lesson structure

Vocabulary lessons follow a similar structure each week where we teach a set of 6 words. We begin with retrieval practice of a previous set of vocabulary. Then, we go on to teach the most challenging words in depth. We do this by showing children a picture and asking them to discuss what the picture shows. Then, we reveal the word to match the picture and share the definition. As a class, we agree on an action to help us to remember the new word. The teacher models saying the word and the class repeats. It is key that children are exposed to this repetition to help them to become familiar with the new word.

Then, children are shown a set of associated words for the new word being taught. This set includes synonyms and co-locates (words which are statistically more likely to be found in a sentence with this word) and asked to identify the synonyms. Children discuss this aloud to enable them to practise e.g. 'fearless is a synonym for audacious'. Then, we practise using stem sentences/ repetition for the new word and its co-locates e.g. 'audacious plan is a word pair'.

Once the more challenging words have been taught, children work in pairs to find synonyms and co-locates for the remaining words in the set. Children then work independently to complete sentence level tasks to practise using the new vocabulary in context. This is marked as a class, which allows discussion around how children have chosen the most appropriate word for each sentence.

## Vocabulary teaching in EYFS and KS1

In Reception and KS1, children are taught a word a day. These sets of words are based around social and emotional skills in order to support children to verbalise their feelings.

## Vocabulary teaching in KS2

In Years 3 and 4, children are taught a new set of words each week and consolidate their learning at the end of a term. In Year 3, children are taught a variety of narrative vocabulary, which often link to texts they are reading in English: 'setting words', 'action words' and 'weather words'. In Year 4, children are taught further narrative vocabulary: 'character words', 'taste and smell words' and 'emotion words'.

Weekly vocabulary is displayed in the classroom and is referred back to during English lessons. The vocabulary supports children's writing may be included on word mats or as part of English writing lessons to encourage children to use new vocabulary in their own work.

In Years 5 and 6, once all the vocabulary has been taught, we provide children with the opportunity to retrieve and embed their learning. Tasks during early morning work allow children to retrieve vocabulary from KS2 and self-marking of these tasks means that children can 'tick or fix' their answers.

In both reading and writing lessons, Mrs Wordsmith vocabulary is often discussed and referred back to in order to support children's learning. Explicitly pointing out Mrs Wordsmith vocabulary in texts demonstrates to children how they can use their vocabulary knowledge to comprehend what they are reading.

## Vocabulary across the curriculum

Vocabulary can be seen as being organised into 3 distinct tiers according to research by Beck, McKeown and Omanson. We need to ensure that children are taught the difference between Tier 1 (everyday words), Tier 2 (academic words used frequently) and Tier 3 (subject specific words) vocabulary. Our Mrs Wordsmith teaching covers Tier 2 vocabulary whereas our foundation subjects focus on subject specific Tier 3 vocabulary.

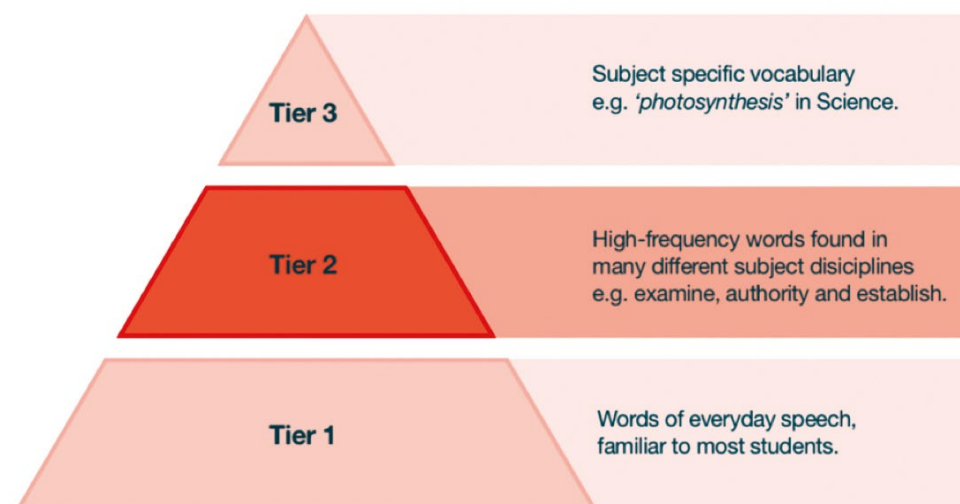


Image taken from the EEF's 'Improving Literacy in Secondary Schools Guidance Report'

Providing children with **specific academic vocabulary** helps pupils to unlock key learning. This explicit vocabulary teaching may help children to better explain the process of photosynthesis or explain the different eras of prehistory.

According to Alex Quigley, we should ensure that we read complex academic texts wherever possible to develop their knowledge through research and reading. The emphasis on reading and key vocabulary in our foundation subjects ensures we support children to be able to learn from what they read.

Modelling academic talk in the classroom, and in writing, supports children to use this language habitually. For example, the use of expert maths vocabulary supports children in their reasoning and explaining as they are able to articulate their thinking better.

Each subject has its own language that children must learn. We emphasise the fact that children are 'reading as a historian' or 'reading as a geographer'. Ensuring our pupils know each subject has its own 'language' helps to ensure our children will flourish. We are able to place an emphasis on academic vocabulary, which allows children to communicate their thinking effectively in different subjects.

## Latin at St Peter's

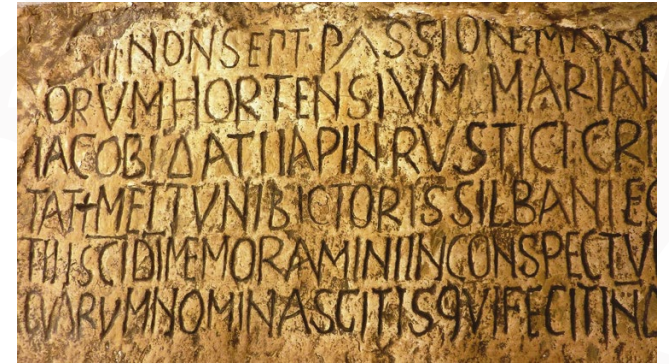
The teaching of Latin to all children in KS2 provides fantastic opportunities to teach children strategies to understand unfamiliar vocabulary.

The understanding of etymology (the study of the history or origin of words) is a key strategy for this.

Over 80% of words in the English dictionary are borrowed from other languages. Since over 50% of our vocabulary comes from Latin, this can help us teach children to understand meanings of unfamiliar words as well as word families. This is a key skill involved in reading comprehension.

Our Latin lessons give us the opportunity to explore the relationships between Latin root words and words we use today. A single Latin root word can generate over 100 English words. This means that just teaching 10 Latin roots can give children the meaning of more than 1,000 words in English!

The learning of Latin also supports our vocabulary teaching across the curriculum. We make links to learning about Romans and Greeks and further embed expert vocabulary used in these history lessons. Also, Latin vocabulary is hugely beneficial in understanding scientific vocabulary. For example, the Latin word 'ignis', which means fire, unlocks the meaning of 'igneous rock' for children learning about volcanoes in Year 3.





# How We Feel About Reading

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## Teachers

**“Our approach to teaching comprehension has given children limitless opportunities and the belief that they can all achieve incredible results. Whole class teaching has enabled all children to share in the quality dialogue of the classroom and raised the culture of expectation for all. As the year has progressed, it is clear to see how much the children’s confidence and expertise has developed.”**

**“By explicitly teaching the different strands of reading, we are able to develop children’s skills in different areas and target our teaching in order to support them best.”**

**“I love teaching Unlocking Reading Fluency sessions as we see rapid improvements in children’s skills and the children love being able to work together. As well as adult modelling, the children enjoy being experts for each other and have a lot of fun doing it!”**

**“We have reading at the heart of the curriculum and children are exposed to quality texts at every opportunity. The use of books in whole school collective worship, class worship, for Family Days, St Peter’s Day, reading lessons, reading for pleasure sessions, Book Club and so many more means that we demonstrate the importance of reading and use it to bring learning to life.”**

## Pupils

**“I love when we do World Book Day at school because we can dress up as someone in a book. I also like family days where we read like the one we did recently using our house authors. When I was younger, I loved going to the library so I am really pleased I can lead the love of reading around school as a librarian.”**

**“Reading can help with your learning and your imagination. Reading is inspirational!”**

**“I love family days based on books because you can find out about new authors and try their books out. I love reading because it helps me to relax.”**

**“I love reading as much as I love my sister. I love my sister so I like reading a lot!”**

**“I love reading at St Peter’s because we have comfy spots to read like our book corners. We get access to our library and we get to dress up for special days like World Book Day.”**

# Notes

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# Notes

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St Peter's



Church of England  
Primary School