

Reading at Mickle Trafford Village School



We Care, We Learn, We Belong

National Curriculum

The programmes of study for reading at key stages 1 and 2 consist of two dimensions: □
word reading □
comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Statement of Intent

- Does the quality of the English curriculum drive progress?
- Does the curriculum inspire boys to attain ARE?
- Is our curriculum underpinned by our vision and values to develop the whole child?
- Do they acquire valuable knowledge, skills understanding and attitudes to enable them to become highly motivated and resilient learners who feel they have a voice?
- Are opportunities planned to make use of our locality and the context of our school while maintaining coverage of the National Curriculum?

Reading progression

- To support the development of the children's reading as well as writing, we use the units of work from The Literacy Company.
- A document provided with the six units for each class shows the age appropriate reading skills that can be taught, developed and promoted throughout the time that the unit is studied.



| Year group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------|--|---|---|--|--|--|
| EYFS | The gingerbread man by Maria Alperin Outcome - Oral retelling & draw images, write labels | Animals/dinosaurs I'm going to eat this ant by Chris Naylor-Ballesteros Outcome - A list of food items | Naughty Bus by Jan Oke Outcome - Recount of where Naughty Bus has been | The Journey Home by Emma Levey Outcome - Retell/rewrite of the story | Silly Doggy by Adam Stower Outcome - Retell/rewrite of the story | Superstato by Sue Hendra Outcome - A wanted poster with a character description |
| 1 | Lost and Found by Oliver Jeffers Outcome - Fiction: story based on the structure of the text | Nibbles by Emma Yarlett Outcome - Recount: diary | Lion Inside by Rachel Bright Outcome - Fiction: story based on the structure of the text. | The Curious case of the missing mammoth by Ellie Hattis Outcome - Fiction: story based on the structure of the text. | Foxes In Space by Mini Grey Outcome - Fiction: story based on the structure of the text | Goldilocks and Just the one Noodle by Leigh Hodgkinson Outcome - Fiction: story based on the structure of the text |
| 2 | Troll Swap by Leigh Hodgkinson Outcome - Fiction: focus on characters | The Owl who was afraid of the dark by Jill Tomlinson Outcome - Fiction: adventure report | Grigori Macchine by Helen Ward Outcome - Fiction: adventure focus | Major Glad, Major Dozy by Jan Oke Outcome - Recount: diary entry | The Last Wolf by Mini Grey Outcome - Letter: letter in role | Kirandak's Secret Grant by David Lishfield Outcome - Fiction: moral focus |
| 3 | Sea Surfer by Michael Foreman Outcome - Recount: letter in role | Winter's Child by Graham Baker-Smith Outcome - Fiction: fantasy | Big blue whale by Nicola Davies Outcome - Persuasion: leaflet | Escape from Pompeii by Christina Balfe Outcome - Fiction: historical narrative | Snow Dragon by Vivian French /Stone Age Boy by Satoshi Kitamura Outcome - Non-chronological report | Journey by Aaron Becker Outcome - Fiction: adventure story |
| 4 | Gorilla by Anthony Browne Outcome - Fiction: fantasy story | Leon and the place between by Graham Baker-Smith Outcome - Recount: diary | Seraffa Giraffa by Dianne Hofmeyer Outcome - Persuasion: leaflet | When the Giant stirred by Celia Godkin Outcome - Fiction: adventure story from POV of the boy | Where the Forest Meets the Sea by Jeannie Baker / Rainforests in 30 seconds by Jan Green Outcome - Information board | Blue John by Bertie Doherty Outcome - Letter & Explanation |
| 5 | Queen of the falls by Chris Van Allsburg Outcome - Recount: series of diaries | The Lost Huggy Endings by Carol Ann Duffy Outcome - Fiction: traditional tale | The Hummer by Paul Geraghty Outcome - Recount: journey story | The Darkest Dark by Chris Hadfield Outcome - Recount: biography | The Paperbag Prince by Colin Thompson Outcome - Persuasion/Information: Hybrid leaflet | Arthur and the Golden Rope by Joe Todd-Stanton Outcome - Fiction: myth |
| 6 | Star of Hope, Star of Fear by Jo Hoostand Outcome - Flashback story & information text | Can we save the tiger? by Martin Jenkins Outcome - Hybrid text - information and explanation | Selfish Giant by Oscar Wilde and Rikva Vucelja Outcome - Classic fiction & Explanation | Jenny Button by Alex Barrett The Island by Jason Chin Outcome - Journalistic & Discussion | Mumfish by Jennifer Berne Outcome - Narrative & Biography | Sky Chasers by Emma Carroll Outcome - Narrative & Autobiography |



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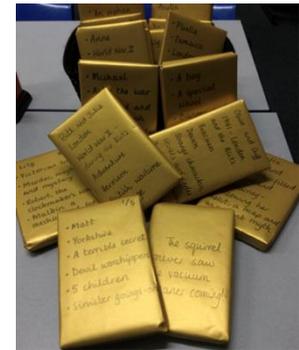
How do we create fluent readers
with a love of literature?

Quality of our texts

The quality of the text used throughout our literacy lessons allow children to develop their reading as well as writing. We always start by making predictions based upon the front cover.



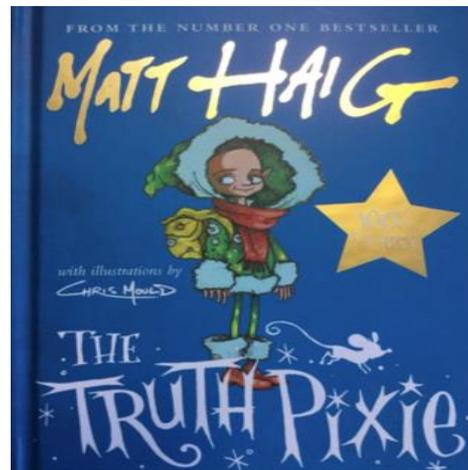
Year 5 had a 'blind date with a book'. These quality texts were wrapped up. Children chose their book based on snippets of information written on the wrapping.



As a school, we use **The Literacy Company's Pathways to Writing**. This planning offers high quality fiction, non-fiction and poetry texts to be used for reading and writing.

Reading across the curriculum

Geography: reading the names of landmarks and matching correctly.



Using quality texts to create discussion around children's mental health.

Using books to research.

Researching a subject and debating our findings.

Reading across the curriculum

- The reading and research we do within class is displayed in our classrooms for the children to read for pleasure and to refer to during lessons.
- We display the children's work throughout the school for them to showcase their work and to read to visitors.



Who chooses our stories?

- EYFS – the teacher chooses a weekly story linked to our theme and learning. We also read books that support our maths learning that week. Children choose books from the reading area to read at the end of the day.
- Year 1 has a voting station – children can vote for which story to be read at home time. We look first at the front covers and read both blurbs as a class.
- Year 2 has a class book – it is chosen by their teacher, who has a good knowledge of the children's interests.
- We use Pathways to Writing – this scheme promote high quality texts, including poems
- All year groups give time for free reading
- KS1 – child initiated reading. Children bring in books from home for pick books from our class reading areas to be read to the class
- KS2 – class library stocked with a range of fiction, non-fiction and poetry. New fiction titles are purchased regularly using money raised by our Scholastic Book Fairs

Buddy Reading



Children from different year groups get together every week with their buddy for a story. This really promotes a love of reading. The children are always engaged and so excited to share a story with their buddy!

Outdoor Reading Area

Our outdoor reading area is child initiated.

Children from KS2 wanted to create an area where they could share a story with children from KS1 during their lunch time.

The KS2 children created and set up this area by themselves, choosing a range of books to read to the younger children.

This has promoted a love of reading and literature in KS1.

Reading our own work aloud

- Children are always encouraged to share their work with the class.
- In KS1 we share our research with our peers.
- In KS2 we research current issues such as climate change and exotic animals in circus'. We present our research aloud in the style of a debate.

People who read with the children

There are many different people who read to, and with the children at MTVS.

We have parent volunteers who come in to school and read with the children.

During Wake Up Shake Up we have male sports coaches who read to our children. We believe this male influence encourages boy readers at our school.

During our Christmas Lantern Parade, we have a parent telling Christmas stories.

Reading areas within our classrooms



Our school library

Last year, we moved and updated our school library. It is now in a more central and accessible location for all children.

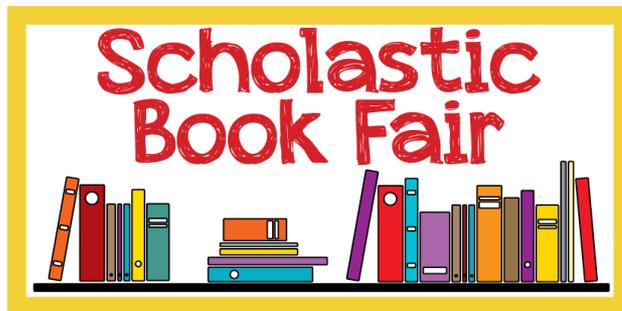


The library van comes to visit..

- Children from each year group able to swap some of their class books.
- Children are able to pick books they love, but have read many times and swap them for new and exciting books from the library van.
- This allows the children to influence the stories they read in class.

The Book Fair comes to visit...

- Twice a year, Scholastic Book Fair visits our school.
- The whole week is project managed by Year 5.
- They advertise the week to come with posters, run competitions, arrange a timetable for classes to visit the fair, take turns to help at the sale and set targets to raise as much money as possible.
- Purchases have included:
- New fiction titles for all classes
- Dictionaries/thesauruses for Year 6



We have a book club!

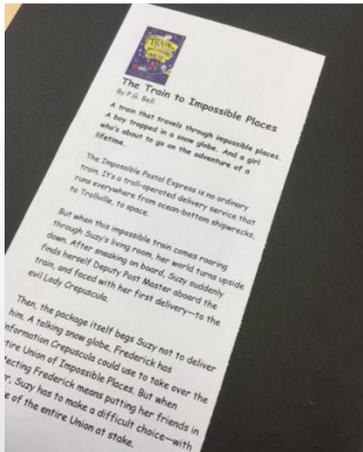
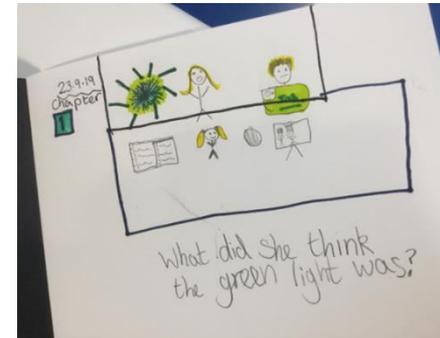
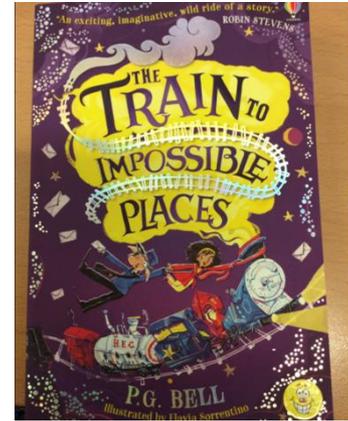
Our KS2 Book Club is aimed at promoting a love of reading.

It is aimed to capture the imagination of the children who are not always so keen to read.

The children chose their own book to study and tweeted the author and illustrator to tell them that they were looking forward to starting their new book.

To their delight, they both replied.

One child said, "This is the best thing that has happened in my life!"



World Book Day

- We have promoted a love of reading by... Bed time stories... A book in a jar... Book swap
- The children shared their favourite books with their peers.

Child initiated love of reading:

- A child in Year One came to the school council with an idea:
- Charity day to raise money for charity with the Book Trust
- Pyjama day at school for PYJAMARAMA CHARITY.
- The money we raised all went towards buying books for children less fortunate to be able to share a bedtime story.
- Child-initiated love for reading – she wanted everyone to have that same passion and experience of sharing a bed time story.

How reading enhances vocabulary at MTVS

- Environmental text
- Each classroom has a vocabulary wall. On these walls, vocabulary that children come across in their own books, during conversation and in class books is added. These vocabulary walls are referred to and children are encouraged to use new vocabulary in their conversations.

Links with home..

- EYFS and Y1 parents are invited to a phonics evenings, where the EYFS teacher, Phonics Lead and Key Stage lead explain the process of learning phonics to parents. Phonics packs are handed to all parents.
- At the first parents' evening of the year, parents are given a 'What We Learn In Year...' sheet with all the ways they can help at home.
- Year 1 parents are given a work pack at parents evening, that includes all of the sounds the children are expected to know by the end of the year, a list of HFW and Common Exception Words. Parents are informed about the Phonics Screening and given details of the assessment.
- Each child has a reading diary, these are updated by the class teacher when the child is read with, noting any reading achievements, how the child read and any concerns. It is a way for parents and teachers to communicate.
- Each child is given a 'Reading Bookmark'. These bookmarks have lots of questions on that parents can use to question their child and help with comprehension at home.

- Parent volunteers often come and join our school to read with the children.
- Parents are told how the Book Band system works and during parents' evenings, parents are informed and are aware that children do not 'fly' through the book bands, but it is ensured that children have good pace and fluency, and have a good level of comprehension of the text before they are moved up.
- KS1 children take home a weekly 'bedtime story' to read with their parents to support and develop a love of reading and reading for pleasure.
- Parents of children in KS1 are sent a letter about the importance of reading with their child.

What does Reading look like
in each year group?



Reading in EYFS

Environment:-

- Language rich environment with words displayed. Tricky words, wow words, sounds learnt in Phonics sessions
- Reading area, for children to read freely for pleasure
- Books in the home area, small classroom, role- play areas.

Continuous provision enhancements:-

- Reading games such as - Hide and seek different CVC and tricky words around the environment and CVC and CCVC word bags

Adult led activities:-

- 1 to 1 Weekly reading to an adult with a comprehension focus. Children change their books once a week. They are given 2 books
- 20 mins RWI sessions 4 times a week
- Read and discuss a story twice a day
- Buddy reading each week with a buddy quiz to improve comprehension
- Those children working below expected level are put into intervention groups to work with TA for 10 mins, 3 times a week to reinforce phonics work.
- After Christmas, the children are put into guided reading groups and have a guided reading session once a week.
- The children sound out the sounds they have learnt and practice handwriting the sound while the register is taken in the morning.
- Reading and discussion of books for pathways for writing.

Child led activities:-

- Choosing to read in the environment.
- Choosing to play reading games.

Homework:-

- Parents are asked to read with their child as much as possible. A parent's guide to reading has been stuck in the front of their homework books and homework diaries.
- Children have phonics packs that are added to each week, when we have learnt each new sound, they are added.
- Parents and children are encouraged to word build using these packs.
- For one of the homework tasks, children are asked to take a photograph of their favourite book and say what they like about it.

Assessment

- Baseline assessment at the start of the year- children are asked about their favourite book and why they like it.
- RWI assessment of sounds they already know.
- Apart from the Autumn term, the children are assessed at the end of every half term to see if their learning on phonics is sticking. These assessments are shared with parents at the end of each term so they can work on sounds that the children still do not know.
- Once children have moved above red level in reading, they are bench marked before they are moved up.
- British vocabulary test at the beginning and end of the year with 3 different children to assess learning with vocabulary.

Reading in Year One

- Every morning, the children enter the classroom to a range of hfw to read (and write), this takes approximately 10 minutes, we discuss each hfw and use it in a sentence to give context. Three days a week, a smaller intervention group (1:6) takes place during this session focusing on hfw.
- 30 minutes a day for 5 days a week, (9.10 to 9.40) children work in ability based reading groups and complete a series of reading/ phonics activities. These sessions consist of reading 1:1 with an adult; a group guided reading session, where the focus is on developing the children's prediction, inference and comprehension skills; free reading (and writing) for pleasure and phonics-based activity to recap and retain knowledge of sounds learnt.
- Year 1 has 'daily readers', these are target children who need to develop the skill of reading (their pace and fluency) and decoding. They are sometimes children who do not read much at home. The greater depth children complete an intervention session where they extend their comprehension skills using a range of resources such as CGP books, Year 2 SATs past papers, guided reading texts found in our school library and Twinkl's '60-second reads'.
- Year One has a voting station, where children are able to vote on which story they would like read to them that day. Two books are picked during registration in the morning and the children base their vote on the title, blurb and front cover of the books. In year one, we aim to read 3 stories a day: the book we have voted for, our class book (which our literacy lessons are based upon) and a story chosen by one of the children before home time. Our class book for the first half term was The Jolly Postman. It is currently Nibbles The Book Eating Monster.
- Phonics for reading (and writing) sessions take place 4 days a week, for 20 minutes each. The children are grouped by ability, with smaller groups to support the lower ability readers. These sessions are taught by experienced TA's and teachers and are spread across Year 1 and Year 2, with greater depth readers from EYFS joining Year 1 sessions.
- Phonics intervention sessions take place during the afternoons with an experienced TA. These sessions last 20 minutes per group and focus upon the sounds that have been 'missed' by the children and recap the current sound being learnt.

Reading in Year Two

- Main class daily focus for Autumn 1 has been Jack and the Baked Beanstalk. (Literacy company) This has been enriched with a collection of other stories about Jack or giants. These books are available for the children to choose during free reading alongside our book box.
- Guided time 4 x 30 min consists of-
- Adult taught comprehension sessions for retrieval skills (CPG or SAT Paper)
- Shared text with Mrs Cox (focus on prediction, vocab extension, application of phonics/rhyme and being a questioner),
- Reading to your partner (This time is to develop fluency and pace-tasks for the listener include asking a question, listening to a summary or discussing opinions about the book.)
- Library visit. (The children are free to choose a book of interest from the library to share at home. This text can be beyond their reading level).
- Reading games for phonics or HFW
- Geography basket choice-globe, atlas, books about Chester or maps.
- Other tasks-
- Sentences for reading are used within all phonic and spelling sessions. 4 x 20 min
- Children read own work aloud to partners or the class as much as possible.
- Home readers are read and changed on a regular basis. Readers usually read to partners, parent helpers or 1:1 support.
- Intervention for 7 children using flash cards containing HFW for sight recognition. Set goes home and returned to practise and develop. 1:1 10 min weekly
- Home time story share happens as much as possible. Sometimes children choose the story or at present we are sharing our first longer text-George's Marvellous Medicine. A child has requested to choose the next text.
- Vocab words for maths, geography and art are displayed and in the classroom.
- Autumn 2-in addition to the above a collection of books about explorers has been added to our geography area to encourage reading of information text.
- Challenge work- begin inference skills within comprehension time.

Reading in Year Three

- 45 minutes of whole class guided reading focusing on a genre of book for 4 days a week from 9:00 to 9:45am. Within this session we cover individual reading, group discussions, individual thinking, comprehensive responses and reading for enjoyment.
- Alongside our comprehension group runs a TA led phonics group, from our RWI program. In these sessions we use a wide range of resources. Children are able to read in this sessions to focus on fluency and speed, they are able to then apply their learning in their answers either through support or independently and are given feedback on every question. The children in these sessions also receive a weekly guided reading session with a teacher or TA to support inclusiveness and allows them to read a greater variety of texts to support their needs.
- At the start of the year each child reads to an adult and is given a banded book from the shelf to take home. Each child then reads with an adult each half-term to ensure that children are banded at the appropriate level. This is to promote a love of learning and the focus of independent reading as children enter KS2.
- To monitor children's reading we use homework diaries which allows a smooth transition between parents and school life to ensure children are reading at home and in the classroom. We have a daily quiet reading slot between 1:00-1:10pm where children read their books.
- Throughout the week certain children receive additional reading on a 1 to 1 basis with a teacher. These sessions are designed to encourage reading and the teachers and TAs know what type of questions to focus on to improve the child's comprehension.
- A class novel is read on a regular basis to expose children to a good variety of texts, within these texts there can be found inspirational language which is aimed to develop their vocabulary and create a love of learning.
- Within the classroom, children can find topic books ordered via ELS on the floor of the library, the children know where to find these books and within the basket is a variety of text to challenge all readers. Children can also find the Literacy focus book on our 'working wall' to take inspiration when choosing a book.

Reading in Year Four

- 45 minutes for 3 days a week from 9:00 to 9:45am. In this time, the children have a mixture of individual reading, guided reading and reading for enjoyment.
- Intervention through guided reading with TAs and teachers use a variety of resources. For example, CGP Reading Comprehension booklets and other comprehension activities. In these sessions, children are given time to read, support to answer and feedback for every question. All of these activities are suited to the needs of the children. From recent reading tests, teachers and TAs know what question types to focus on in order to improve their inference and understanding.
- On a Friday, children have extended reading time so that teachers and TAs can read individually with them and check their homework diaries. This enables the adults to track what the children are reading and whether the text is appropriate for those children. Children are awarded Dojos for filling out their diary properly by reading 5 times a week. Some children read to an adult on a daily basis in order to improve their reading accuracy and comprehension.
- A class novel is read to the class on a regular basis in order to give children the opportunity to listen to good texts and develop their vocabulary and love of reading.
- Children are able to take advantage of topic books and fiction books ordered from the ELS. These are clearly displayed around the room and children know where to find their books.

Reading in Year Five

- 45 minutes a day for 4 days a week. 9:00 to 9:45am. A mixture of whole class reading – e.g. *Secrets of a Sun King* September to October 2019, linked to our English and History topic, Ancient Egypt, and guided reading groups which offer a range of activities – guided with a teacher, intervention with a TA, reading online using Get Epic! and independent reading for pleasure.
- Intervention groups use a range of resources led by experienced TAs. For example, CGP Reading Comprehension booklets and topic based Twinkl comprehension activities, with children given time and support to develop and improve their understanding and inference skills.
- Class novel: a class novel is read to the class (daily if possible) to allow everyone to experience a good quality text, sharing 'good' reading techniques – with expression, noting punctuation, and highlighting or explaining vocabulary and phrases to enhance language knowledge and use. A 'visualisation' book is used at the same time, allowing the children to draw what they see in their heads and also to note down those words and phrases that appeal to them, ready to use in their own writing at a later date.
- Topic books, ordered from ELS at Winsford Library or from our own school library, are displayed around the class when a particular topic is being studied – in Science, History, Geography or RE for example. These non-fiction texts can then be used for research or chosen as a reading book.

Reading in Year Six

- 45 minutes a day for 3 days a week. 9:00 to 9:45am. A mixture of whole class reading – e.g. 3 days on Charles Darwin and Evolution, linked to our English and Science topic, Classics such as Treasure Island, an author study – Katherine Rundell for example, poetry and much more, intervention with a TA, and independent reading for pleasure.
- Intervention groups use a range of resources led by experienced TAs. For example, CGP Reading Comprehension booklets, past SATs papers following assessments and topic-based comprehension activities, with children given time and support to develop and improve their understanding and inference skills.
- Class novel: a class novel is read to the class every day after lunch to allow everyone to experience a good quality text, modelling ‘good’ reading techniques – with expression, noting punctuation, and highlighting or explaining vocabulary and phrases to enhance language knowledge and use. A ‘visualisation’ book is often used at the same time, allowing the children to draw what they picture in their heads and also to note down those words and phrases that appeal to them, ready to use in their own writing at a later date.
- Topic books, ordered from ELS at Winsford Library or from our own school library, are displayed around the class when a particular topic is being studied – in Science, History, Geography or RE for example. These non-fiction texts can then be used for research or chosen as a reading book.
- A poetry basket is always available to ensure children have the opportunity to experience short bursts of text that focus carefully on language choices

Phonics Scheme

- We follow RWI scheme for phonics.
- We teach phonics 5 times a week across EYFS, Year 1 and Year 2.
- We group children across KS1 by ability.
- Each group are taught by well trained teachers and teaching assistants.
- We assess children regularly to check for gaps in their learning.
- Phonics interventions happen daily to close gaps
- Year 2 children who have not passed the phonics screening check join Year 1 children for phonics sessions as well as having daily phonics intervention
- Those children in Y2 who passed the phonics screening check, with a score close to the threshold are also immediately screened to check if they have retained. If they have not retained, top up intervention sessions are carried out to secure their knowledge.

What do our phonics lessons look like?

- We follow the Read Write Inc. Phonics programme.
- Our phonics groups are spread across KS1 ensuring children are taught in small ability groups.
- Our phonics lessons are active and creative

Phonics data

The Phonics data at MTSV is very good.

We have exceeded national average for the past 2 years.

2017 – 78% (National average – 81%)

2018 – 93% (National average – 82%)

2019 – 90% (National average – 82%)

2021 (Year 2 catch up assessment taken in the autumn term of Year 2) – 100%

2022 (Year 2 catch up assessment taken in the autumn term of Year 2) - 79% **2 years of Covid 19 disruption - Reception & Year 1**

2022-93%

How do we show and track progression in reading and phonics?

- RWI assessment every half term
- 100 HFW assessment termly
- Book bands
- Comprehension tasks for Y1 and Y2 children
- 60 second read tasks for Y2 children and MA Y1 children
- PM Benchmarking assessment (termly Y1, termly Y2 to track progress of LA children)
- Vocab check during baseline assessment – EYFS