



## Fairlawn Primary School Reading Curriculum

### Guidance and Expectations for Reading at Fairlawn KS1

#### Planning

When planning reading, teachers should consider the current attainment levels of children to inform groupings. These groups should remain flexible as children progress at different rates. As a minimum, reading groups should be reviewed half-terminally.

For each week of the school year, teachers should complete a weekly reading plan. The proforma for this is saved on the Staff Shared drive. A typical weekly plan would be informed by OAs and should focus on one or two (no more) reading skills:

#### Teaching and Learning

The approach to teaching reading will depend on each child's age and stage of development, and will also depend on particular skills which are a focus. The main approaches to teaching reading are:

- 1:1 reading with a teacher or additional adult;
- Guided reading in a group;
- The reading carousel activities;
- Daily story times.

In KS1 and KS2 the reading needs of the children, and afore mentioned stages of development, are very different. This is why the teaching of reading is taught differently in the two key stages.

#### Year 1

In Year 1 the weekly reading carousel is the main approach to the teaching of reading, and is happening daily along with a half hour story time. During this daily story time, informal questioning will be taking place to help aid discussions around texts. These questions can be incidental and do not have to be planned. Although these daily story times will sometimes aid the planning and assessment of future guided reading sessions, they are primarily a reading for pleasure activity and are a time to promote a love of reading among the class.

The carousel is planned using the proforma on the staff shared system and is informed by reading OAs. The carousel is based around one particular book and must focus around one or two key reading skills. As reading is taught daily, it makes sense to have five groups completing different learning relevant to the different skill targeted by the teacher. Those skills are:

- To decode
- To retrieve
- To perform
- To interpret
- To review
- To predict

These skills are broken up into smaller steps to ensure a secure teaching of the whole reading curriculum.

When completing a weekly plan, this does not need to be a simple carousel. It may be that some children, for instance, need to spend more time reading with an adult. This should be reflected in your planning. Guided reading should be happening bi weekly, in place of a group's one to one reading time with their teacher. A typical weekly plan would give each child an opportunity to:

- Read with the teacher (independently or in a group);
- Read independently for pleasure;
- Practice their spellings/phonics sounds for the week;
- Reinforce a taught reading skill;
- Complete a reading comprehension activity in their reading response book and/or folder (in response to the taught reading skill).

Each child should read with their teacher at least once, every other week. Through careful planning on the weekly reading plan, all other children's learning will appropriately match their needs.

## **Year 2**

Since November 2017, the carousel is happening in Year 2 every other week. This is as Year 2 teachers are trialling a 'half class' approach to the teaching of reading on the other weeks. This approach takes on a similar format to the teaching of reading in KS2, but is happening with approximately half of the class, instead of the whole class. The difference in frequency of this teaching to KS2, is due to Year 2 teachers still feeling the need to read with their children one

to one, to ensure the children's fluency, phonics recognition and sight reading vocabulary are meeting the expectations for their current band. This one to one reading is also a good opportunity to aid book choice and encourage the children to read for pleasure independently.

'Half class reading' is essentially a guided reading session on a larger scale. The main reasoning behind the decision to implement half class reading in Year 2 is to ensure that the fluent readers are challenged and showing good comprehension of what they are reading, and to ensure progressing readers are still exposed to quality texts above their own reading level. In these half class sessions the children are split into two reading groups based on their reading level and fluency. The first session of the week sees a whole class story time and an introduction to the book and skill of the week. Each group will then take part in two teacher led sessions, and two independent sessions across the rest of the week. All of these sessions will be teaching the chosen skill(s). Year 2 also have a daily story time in addition to these half hour sessions.

### **Assessing**

Formative approaches to assessment in reading include listening to children's decoding to assess word reading, and using questioning and written tasks to assess comprehension. Summative approaches to assessment in reading include half-termly use of OAs to give step judgements for each child, and completing written comprehension tests. Assessments should be recorded in the following ways:

- Individual reading OAs should be completed and filed in your assessment folder. Next steps should be completed as appropriate. Question prompt sheets are saved on the Staff Shared drive to support any additional adults you may have in assessing children's reading.
- Guided reading plans have space for assessment notes to be added during the session. You may use these if you wish.
- Comments must be added to each child's reading record every other week by their teacher. We ask **parents/carers** of children in **Reception and KS1** to also comment **bi-weekly** in the reading record. When an adult comments in a reading record, this should be initialled. This includes when the comment is written by the teacher, a teaching assistant or a volunteer. Our comments may either set targets or comment on progress relating to individual targets. Generally, two new targets would be set each half term.
- OA's should be used to chart children's progress.

## KS2

Teachers will plan for three 30 minute taught whole class reading lessons per week, and will make time for two 15-minute coverage/reading for pleasure lessons per week.

When planning for reading lessons, teachers will select a book set which is age/level appropriate for their year group (using the Book Allocations sheet displayed by the book sets in the staffroom), and must plan for the following proportions:

Coverage Starter (5 mins)

Whole-class exploration/discussion of the text (usually not more than a chapter) (15 minutes)

A written focus task, based upon one of the core reading skills (see Ongoing Assessment pro-forma) (5 minutes)

Whole class appraisal of responses (5 minutes)

Although these timings may vary slightly according to how learning opportunities present themselves, these timings encourage teachers and children to target key reading skills, while the curriculum coverage is fulfilled within the first 5 minutes, whereby teachers will make professional judgments as to whether their class/class-members have achieved the objectives. Approximately 1/3 of the years Whole Class Reading must be non-fiction based. This might be exposure to non-fiction one lesson per week, two weeks per half term etc.

### Coverage Skills

These are collected from across the Literacy curriculum, including spellings, writing and reading. These skills are likely to be covered in all these areas, but must also be practised at the beginning of the Whole Class Reading lesson, whereby the teacher can assess whether the class/individuals have met the skills. However, such skills do not need to be dated, but rather exercised: we are putting most emphasis on the ‘core reading skills’.

<p><b>Coverage as a Class</b> (min. of 3 times to be highlighted)</p>	<ul style="list-style-type: none"> <li>- Discuss words and phrases that capture the readers' interest and imagination.</li> <li>- Synonyms: Identifying/searching for/exploring the use of.</li> <li>- Exploring Etymology</li> <li>- Dictionary Skills: Use the first three or four letters of a word to check its spelling in a dictionary.</li> <li>- Perform poems and play scripts showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience.</li> <li>- Distinguish between statements of fact and opinion</li> <li>- Identify how language, structure and presentation contribute to meaning, to include: paragraphs, use of pronouns of cohesion, inverted commas for speech, apostrophes to mark possession.</li> <li>- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>- Predicting: To identify themes in texts; to summarise what has been read and then predict what might happen next. Summarise main ideas, identifying key details and using quotations for illustration.</li> </ul>
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**The Core Reading skills (as outlined in the Reading Ongoing Assessment Sheet)**

<b>Fluency</b>	<b>Using context</b>	<b>Retrieval</b>	<b>Deduction</b>	<b>Inference</b>	<b>Responding Concisely</b>
<ul style="list-style-type: none"> <li>- Reading fluidly at a reasonable pace.</li> <li>- Using the punctuation to characterise the text appropriately.</li> <li>- Using the punctuation to provide time for scan ahead.</li> </ul>	<ul style="list-style-type: none"> <li>- Deciphering unfamiliar vocabulary.</li> <li>- Understanding deduction/inference.</li> </ul>	<ul style="list-style-type: none"> <li>- Locating/quoting evidence to support ideas/viewpoints.</li> <li>- Scanning for key words.</li> <li>- Using the layout features to navigate the text efficiently.</li> </ul>	<ul style="list-style-type: none"> <li>- Making decisions/statements based upon the evidence available.</li> </ul>	<ul style="list-style-type: none"> <li>- Making decisions/statements based upon what is suggested/implied (often relating to the abstract).</li> </ul>	<ul style="list-style-type: none"> <li>- Have they satisfied the question accurately?</li> <li>- Is their response coherent?</li> <li>- Is their response succinct (without excessive words)?</li> </ul>

We are now expecting the children to be competent in all of the skills outlined above by the end of year 6, while they will now be explicitly introduced as early as in Year 1 (e.g. inference) so that the children are familiar with them, and will be able to show competence and the ability to recognise when they are being challenged on each of them, according to those that are highlighted for their year group:

**Year 3:** Fluency, Using Context, Retrieval,

**Year 4:** Fluency, Using Context, Retrieval, Deduction

**Year 5:** Fluency, Using Context, Retrieval, Deduction, Inference

**Year 6:** Fluency, Using Context, Retrieval, Deduction, Inference, Answering Concisely

### **How will assessment opportunities look?**

Fluency: This will only need to be measured/tracked for those who are receiving 5 minutes fluency and retrieval support from a TA daily, since they are supported as students who are identified as being below the 'expected' level of fluency. The rest of each class will otherwise be deemed fluent enough not to be tracked individually (subject to ongoing teacher review).

NB – look for opportunities to invite these 'focus readers' to read aloud in class: *how do they fare? Are they applying the appropriate strategies (as outlined in the Ongoing Assessment sheet)?*

Reading Response Books (unmarked): A great advantage of having the children record their responses to teacher-set questions, is that the teacher can target key skills as opportunities arise (from within the text), while having a point of reference so that they can review/assess/date/log in the O.A. pro-forma for each student.

### **Provision/interventions:**

In order to ensure that all students do meet the expected level of fluency, 'focus' students are identified at the beginning of the academic year, according to whether they are achieving the 'expected' level of fluency for their year group. In order to gauge this, Class Teachers will use the NFER Reading Tests, and selected texts (from Book Allocations pro-forma), to challenge the students and assess their potential need for daily, routine practise with the support of a trained TA. If deemed to be below the 'expected' level, those students will practise only their fluency and retrieval (basic comprehension) for 5 minutes daily.

Such interventions must only take place during Literacy, so that those 'focus' students can also gain practise/exposure to the other core reading skills, which are practised and enjoyed during the three 30-minute Whole Class Reading lessons.

**Other**

We expect children to read at home daily. Whilst times will clearly vary on a daily basis, the below are recommendations:

- Reception and KS1 – 10 minutes;
- LKS2 – 20 minutes;
- UKS2 – 20 to 30 minutes.

Every child should bring their book bag to school every day. If they do not, please send home a letter to the family. The letter format is saved on the Staff Shared drive.