



**Crossley Hall**  
Primary School



# Strategy for Reading

**"Today a reader, tomorrow a leader" (Margaret Fuller)**

**Statement of Purpose**

Reading must be taught throughout school. Learning the skills of reading does not just happen.

At Crossley Hall Primary School, we aim to instil a love of reading and teach the skills of reading so that our children

- develop enjoyment and pleasure in reading
- respond to what they read
- become curious learners who read confidently and independently
- understand the meaning of what is read to them and what they read
- can access, understand and begin to manage information
- are able to access all areas of the curriculum

Research has found children who read often at the age of ten perform better than their peers.

Our approach to the teaching and learning of reading is focused on six key strands.

1	2	3	4	5	6
<b>SUPPORTING STAFF</b>	<b>TEACHING THE READING CURRICULUM</b>	<b>ENGAGING PARENTS</b>	<b>DEVELOPING THE READING ENVIRONMENT</b>	<b>TARGETING RESOURCES</b>	<b>CELEBRATING READING</b>
Equipping staff with the skills and knowledge they need to teach children to be accomplished and keen readers	Making use of every opportunity the curriculum offers to teach children to become life-long readers	Harnessing the enthusiasm of parents to ensure the culture of reading developed by the school extends into the home	Understanding the role the physical environment, including libraries, book areas, and displays, can play in teaching children to be readers	Using a wide range of different reading material to teach children to become readers	Involving the school community in special events to raise the profile of reading and engage children

Our teaching objectives cover three key areas:

1. Word reading – phonics and understanding the meaning of new words
2. Comprehension – understanding what they read
3. Comprehension – developing pleasure in reading

The aim of this strategy is for all children to achieve their full potential academically and to develop a life-long love of reading.

**This means developing their independence as well as working collaboratively.**

**By the end of Foundation Stage, we expect children to :**

- read and understand simple sentences
- use phonic knowledge to decode regular words and read them aloud accurately
- read some common irregular words
- demonstrate understanding when talking with others about what they have read

**In Nursery, we achieve this by :**

- children being able to listen to, tune in to and talk about sounds in preparation for moving on to Set 1 learning
- collaborative reading taking place through whole class teaching inputs at least twice a week
- writing linked to reading being displayed to support children with retelling stories and events
- using small world play to support children with empathy and understanding
- having a daily story time, not necessarily at the end of the day
- having a rhyme of the week so that children leave Nursery knowing a range of songs, rhymes and poems
- creating an environment and ethos in the classroom that supports children with a love of reading – creating a reading environment that is visually pleasing, exciting, cosy, and is well stocked with a wide range of reading

**In Reception, we achieve this by :**

- children being secure to at least Set 3 in phonics
- daily differentiated phonics lessons being delivered to all children
- intervention taking place in the areas of provision (adult-supported where possible)
- one to one reading taking place for every child at least once a week
- children who are working just below age related expectations receiving daily NELI intervention for 20 weeks
- the lowest 20 % of children reading with an adult every day

- every child taking home a phonically decodable home reader every day to be changed at least once a week (higher ability readers to take home two books a week)
- every child choosing a book to take home to enjoy with their parents at least once a week
- collaborative reading taking place through whole class teaching inputs at least three times a week, the teacher modelling how to apply phonics skills and knowledge
- having a daily story time, not necessarily at the end of the day
- reading the core text to the children every day
- having a rhyme of the week so that children leave Reception knowing a range of songs, rhymes and poems
- having a daily vocabulary session as part of the Literacy session, using the 7-step approach across the week
- identifying learning objectives from Development Matters and the Progression in Reading document
- orally using the following Y1 question stems when discussing stories -
  - 1a – What does this word mean?
  - 1b – Basic retrieval questions
  - 1c – Retelling/sequencing events in stories
  - 1d – Talking about characters' feelings
  - 1e – Making simple predictions
- creating an environment and ethos in the classroom that supports children with a love of reading – creating a reading environment that is visually pleasing, exciting, cosy, and is well stocked with a wide range of reading

**By the end of KS1, we expect children to :**

- read accurately most words of two or more syllables
- read most words containing common suffixes
- read most common exception words

In age-appropriate books,

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently,

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

As children become more fluent, which can happen at different stages throughout KS1, we teach reading skills as outlined through the Key Stage 1 Content Domains shown below.

1a	Draw on knowledge of vocabulary to understand texts
1b	Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	Identify and explain the sequence of events in texts
1d	Make inferences from the text
1e	Predict what might happen on the basis of what has been read so far

**In Y1 we achieve this by :**

- children being secure at Set 3 in phonics
- teaching a daily whole-class phonics session
- teaching a daily differentiated phonics session
- intervention taking place where appropriate
- one to one reading taking place for every child at least once a week
- the lowest 20 % of children reading with an adult every day
- every child taking home a phonically decodable home reader every day to be changed at least once a week (higher ability readers to take home two books a week)
- every child choosing a book to take home to enjoy with their parents at least once a week
- shared reading taking place through whole class teaching inputs at least three times a week, the teacher modelling how to apply phonics skills and knowledge
- having a daily story time, not necessarily at the end of the day
- using the 7-step approach to develop children's vocabulary at the beginning of Literacy lessons
- giving children the opportunity to read aloud at the beginning of reading sessions either individually, taking turns or chorally as a whole class
- identifying learning objectives using the Progression in Reading document
- developing a few key questions by identifying the content domain from the question stems document
- developing questions in question strings in a vocabulary/retrieval/inference sequence
- modelling how to write answers to questions and, when they are ready, giving children the opportunity to write their own answers
- developing reading skills through the wider curriculum e.g. in non-fiction texts in topic time

- creating an environment and ethos in the classroom that supports children with a love of reading – creating a reading environment that is visually pleasing, exciting, cosy, and is well stocked with a wide range of reading

**In Y2 we achieve this by :**

- ALL children being secure at Set 3 in phonics by the end of the Autumn term
- delivering a daily differentiated phonics session in the Autumn term
- delivering phonics intervention to targeted children
- one to one reading taking place for every child at least once a week
- the lowest 20 % of children reading with an adult every day
- every child taking home a phonically decodable home reader every day to be changed at least once a week (higher ability readers to take home two books a week)
- every child choosing a book to take home to enjoy with their parents at least once a week
- having a daily story time, not necessarily at the end of the day
- teaching four 30 - minute reading lessons per week
- using the 7-step approach to develop children's vocabulary
- giving children the opportunity to read aloud at the beginning of reading sessions either individually, taking turns or chorally as a whole class
- identifying learning objectives using the Progression in Reading document
- developing a few key questions by identifying the content domain from the question stems document
- developing questions in question strings in a vocabulary/retrieval/inference sequence
- giving children the opportunity to write answers to questions within the reading skills lesson
- creating an environment and ethos in the classroom that supports children with a love of reading – creating a reading environment that is visually pleasing, exciting, cosy, and is well stocked with a wide range of reading.

## **Reading in Key Stage Two**

When children join key stage 2, they are fluent confident readers. With the foundations in place, our focus turns to the teaching of the Key Stage Two Content Domains as shown below :

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

### **In Y3 we achieve this by :**

- delivering differentiated phonics intervention for targeted children
- one to one reading taking place for every child at least once a week
- the lowest 20 % of children reading with an adult every day
- children taking home a phonically decodable home reader if appropriate
- every child choosing a book to take home to enjoy with their parents at least once a week
- having a daily story time, not necessarily at the end of the day
- teaching four 30 - minute reading lessons per week
- using the 7-step approach to develop children's vocabulary
- giving children the opportunity to read aloud at the beginning of reading sessions either individually, taking turns or chorally as a whole class
- identifying learning objectives using the Progression in Reading document
- developing a few key questions by identifying the content domain from the question stems document
- developing questions in question strings in a vocabulary/retrieval/inference sequence



- giving children the opportunity to write answers to questions within the reading skills lesson
- creating an environment and ethos in the classroom that supports children with a love of reading – creating a reading environment that is visually pleasing, exciting, cosy, and is well stocked with a wide range of reading

**In Y4 we achieve this by :**

- delivering phonics intervention at least once a week for targeted children
- other precision interventions to support children with letter recognition and decoding
- one to one reading taking place for every child at least once a week
- the lowest 20 % of children reading with an adult every day
- children taking home a book matched to their reading ability, phonically decodable if appropriate
- every child choosing a book to take home to enjoy with their parents at least once a week
- having a daily story time, not necessarily at the end of the day
- teaching four 30 - minute reading lessons per week
- using the 7-step approach to develop children's vocabulary
- giving children the opportunity to read aloud at the beginning of reading sessions either individually, taking turns or chorally as a whole class
- identifying learning objectives using the Progression in Reading document
- developing a few key questions by identifying the content domain from the question stems document
- developing questions in question strings in a vocabulary/retrieval/inference sequence
- giving children the opportunity to write answers to questions within the reading skills lesson
- creating an environment and ethos in the classroom that supports children with a love of reading – creating a reading environment that is visually

pleasing, exciting, cosy, and is well stocked with a wide range of reading

**In Y5 we achieve this by :**

- one to one reading taking place for every child at least once a week
- the lowest 20 % of children reading with an adult every day
- children taking home a book matched to their reading ability, phonically decodable if appropriate
- every child choosing a book to take home to enjoy with their parents at least once a week
- having a daily story time, not necessarily at the end of the day
- teaching four 30 - minute reading lessons per week
- using the 7-step approach to develop children's vocabulary
- giving children the opportunity to read aloud at the beginning of reading sessions either individually, taking turns or chorally as a whole class
- identifying learning objectives using the Progression in Reading document
- developing a few key questions by identifying the content domain from the question stems document
- developing questions in question strings in a vocabulary/retrieval/inference sequence
- giving children the opportunity to write answers to questions within the reading skills lesson
- creating an environment and ethos in the classroom that supports children with a love of reading – creating a reading environment that is visually pleasing, exciting, cosy, and is well stocked with a wide range of reading

**In Y6 we achieve this by :**

- one to one reading taking place for every child at least once a week
- the lowest 20 % of children reading with an adult every day
- children taking home a book matched to their reading ability, phonically decodable if appropriate
- every child choosing a book to take home to enjoy with their parents at least once a week
- delivering a weekly booster class from the Spring term onwards
- having a daily story time, not necessarily at the end of the day
- teaching four 30 - minute reading lessons per week
- using the 7-step approach to develop children's vocabulary
- giving children the opportunity to read aloud at the beginning of reading sessions either individually, taking turns or chorally as a whole class
- identifying learning objectives using the Progression in Reading document
- developing a few key questions by identifying the content domain from the question stems document
- developing questions in question strings in a vocabulary/retrieval/inference sequence
- giving children the opportunity to write answers to questions within the reading skills lesson
- creating an environment and ethos in the classroom that supports children with a love of reading – creating a reading environment that is visually pleasing, exciting, cosy, and is well stocked with a wide range of reading

## **Quick guide to planning the teaching of reading (using the planning pro forma)**

- Read the core text before introducing it to the children (TAs to be given 15 minutes on a Friday afternoon to read the core text).
- Choose an extract from the core text or short text (this could be from 'lovereading4kids.co.uk').
- Focus on a short section.
- Select the Tier 2 vocabulary you are going to teach using the seven-step approach (see *Appendix 1*)
- Plan how to hook children into the text, activating any prior knowledge around the context of the text, e.g. characters, setting, plot
- Plan how to read the text aloud – this might be adult led, pairs, groups, individuals (see *Appendix 2*)
- Choose a content domain and a learning objective (using the Progression in Reading grids).
- Select a questions stem linked to the learning objective.
- Develop question strings related to your English text in a vocabulary, retrieval, inference structure and make sure you have an answer to the questions !
- Share your questions on the IWB before reading, including a challenge question to extend the higher ability children.
- Teach and model children the skills needed to answer the questions - share your thought processes about how you would approach the question.
- Children practise answering the questions - may be verbally, written, group work, paired work etc.
- Use the Progression in Reading and question stem documents from previous year groups to differentiate for lower ability children.
- Use the Progression in Reading and question stem documents from higher year groups to differentiate for higher ability children.
  
- **At least once during your topic, focus on the teaching of reading skills to support learning topic skills and knowledge (e.g. decoding, fluency, retrieving information from a non-fiction text or summarising information)**

## **Reading Skills Display**

Every class has a reading skills display showing the content domains and questions stems. Vocabulary is displayed on the working wall during the current unit and moved across to a vocabulary wall.

## **Assessment of reading**

Children are assessed in reading using the objectives in Star Reading through Accelerated Reader. In EYFS, we use Development Matters to gather evidence of children can do. In KS1, children's reading is also assessed by using practice phonics screening checks and NfER assessments.

### **Assessment evidence comes from a range of sources:**

- one-to-one-reading, observations and RWI assessments in Reception
- reading diaries/English books
- NfER assessments
- practice Phonic Screening checks in Y1 and Y2
- practice SATS papers in Y6
- video exemplification showing children who are on track at the end of each term

### **Arrangements for the moderation of reading**

- The assessment of reading and the use of evidence to support assessment judgements is moderated at the end of each term by the English Leaders, looking at all the assessment evidence outlined above and listening to a sample of children reading across school, asking them questions about their books and discussing their reading habits/preferences.

### **Arrangements for the monitoring of reading**

#### **The English Leaders :**

- monitor the reading diaries to ensure that they are being used correctly and regularly
- monitor pupil progress in phonics and reading across the school each term by analysing pupil data
- monitor the progress of the lowest 20 % in school
- monitor the teaching and recording of reading skills once a term through observations
- ensure that the teaching of phonics and reading is monitored once a term through pupil interviews and reading records
- visit classrooms regularly to ensure that attractive and stimulating reading environments are maintained


### **Parents and Reading**

We understand the importance of parental involvement in supporting the progress our pupils make in reading. We insist on regular home reading and expect that, after reading at home, parents complete the Reading Journal. We also regularly organise for parents to come to school and enjoy reading with their children and see this as an important way of ensuring that parents understand their role in supporting their child to learn to read.

Appendix 1

Vocabulary Tiers

## Vocabulary Instruction Choosing Words to Teach



**Tier III**  
Tier III words are low-frequency words and are limited to a specific "domain". They often pertain to a specific content area. These words are best learned within the context of the lesson or subject matter.  
*Examples: atom, molecule, metamorphic, sedimentary, continent*

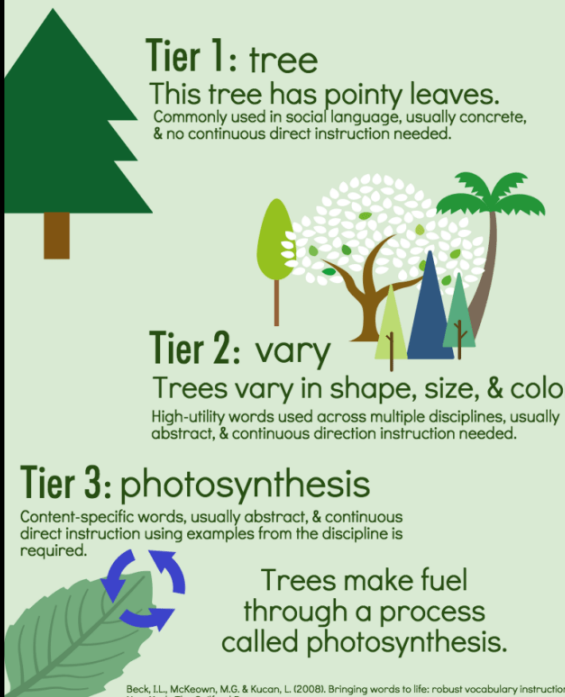
**Tier II**  
Tier II words are high-frequency words that occur across contexts. These words are used by mature language users and are more common in writing than in everyday speech. Tier II words are important for students to know to enhance comprehension of a selected text. Tier II words are the best words for targeted explicit vocabulary instruction.  
*Examples: hilarious, endure, despise, arrange, compare, contrast*

**Tier I**  
Tier I words are the words we use everyday in our speech. These words are typically learned through conversation. These are common words that rarely require direct instruction.  
*Examples: come, see, happy, table*

Source: Bringing Words To Life (Beck, McKeown, & Kucan 2002)

## Tiered Vocabulary Words

EmpoweringELLs.com

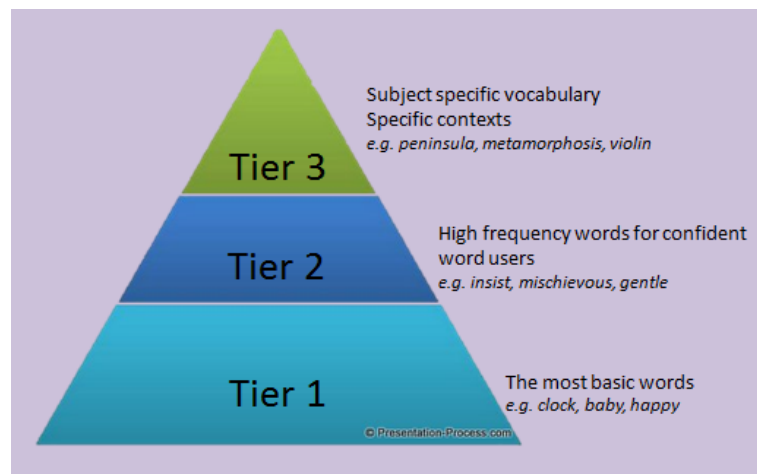


**Tier 1: tree**  
This tree has pointy leaves.  
Commonly used in social language, usually concrete, & no continuous direct instruction needed.

**Tier 2: vary**  
Trees vary in shape, size, & color.  
High-utility words used across multiple disciplines, usually abstract, & continuous direct instruction needed.

**Tier 3: photosynthesis**  
Content-specific words, usually abstract, & continuous direct instruction using examples from the discipline is required.  
Trees make fuel through a process called photosynthesis.

Beck, I.L., McKeown, M.G. & Kucan, L. (2008). Bringing words to life: robust vocabulary instruction. New York: The Guilford Press.



## Appendix 2

Methods of whole-class reading:

- **Choral Reading (Paige, 2011):** teacher and class read a passage aloud together – teacher models the correct prosody.
- **Partner Reading:** pairs of students alternate reading aloud, switching each time there's a new paragraph, or alternatively they can read each section at the same time.
- **PALS (Peer-Assisted Learning Strategies) (Institute of Education Sciences, 2012):** children in pairs (one strong reader, one weak reader) taking it in turns to read, re-read and retell the text.
- **Silent Reading:** With added scaffolding, silent individual reading can be front-loaded with vocabulary instruction, a plot overview, anticipation guides (Duffelmeyer, 1994) or KWL activity.
- **Teacher Read Aloud:** teacher acts as the expert in reading the text and models how a skilled reader reads using appropriate pacing and prosody (Adams, 2012).
- **Echo Reading:** teacher reads a paragraph then children echo back what the teacher reads, mimicking his or her pacing and inflections.
- **Buddy Reading:** children practice orally reading a text in preparation for reading to an assigned buddy or to the class.
- **Timed Repeated Readings (Hilden and Jones, 2012):** teacher models reading the passage accurately with expression; children then practice reading the passage silently; next, the students read the passage aloud whilst maintaining the appropriate expression, this will be timed and recorded; children can then monitor their progress.
- **Children reading a line each**
- **Children read a sentence each**
- **Children read to the next punctuation mark**
- **Popcorn reading :** children stand up and read and shout out another child's name when they've read enough, then the next child stands up . . .