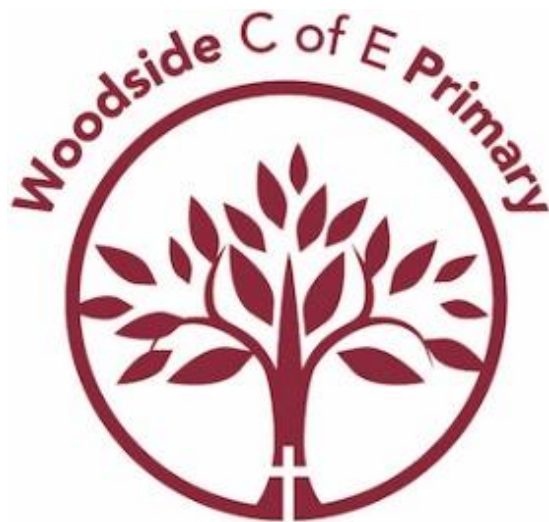


Reading Handbook



Woodside C of E Primary School
September 2024

Reading at Woodside C of E Primary School

At Woodside C of E Primary School, the teaching of Reading is a **key priority**. Teachers focus on the teaching of Reading, with the core aim being that **all** children become confident and fluent readers who enjoy reading, both in and out of school.

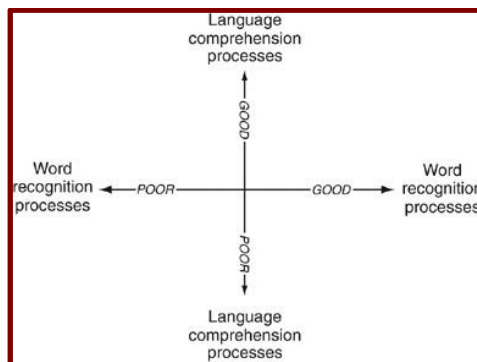
Our Reading Curriculum

Our Reading Curriculum is designed to develop children's skills in both dimensions of Reading:

- Word Reading
- Comprehension

This is based on two models of Reading:

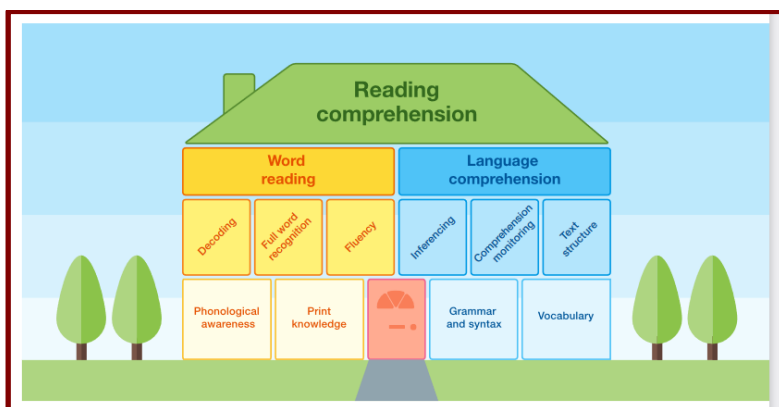
a) The Simple View of Reading:



Simple View of Reading, Gough & Tunmer 1986

DfE The Reading Framework 2023

b) EEF The Reading House:



EEF Improving Literacy in KS2

Adapted from Hogan, Bridges, Justice & Cain 2011

Word Reading

Skilled word reading involves reading unfamiliar words by saying the sounds corresponding to the letters in the words and then blending them together – decoding – and reading familiar words accurately and silently ‘at a glance’. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. Phonics is the primary approach used to teach children these essential skills at Woodside, using the validated DfE programme *Little Wandle Letters and Sounds Revised*.

Comprehension

Comprehension refers to “the way in which we make sense of words, sentences and the wider language we hear or read.” (DfE *The Reading Framework* July 2023). Good comprehension draws from linguistic knowledge, in particular of vocabulary and grammar, and on knowledge of the world. Comprehension skills are developed through children’s experience of high-quality talk with teachers and other adults, as well as from reading and discussing a wide range of high-quality texts, including stories, poetry and non-fiction, written by a range of British and World authors and poets.

Reading comprehension relies on both knowledge and processes working together:

- Background knowledge
- Knowledge of vocabulary (breadth and depth)
- Understanding sentences
- Using text structure
- Activating meaning
- Making inferences
- Comprehension monitoring.

Developing children’s comprehension is a focus throughout the Reading curriculum.

Teaching Approaches and Strategies

As stated in DfE *The Reading Framework* “Word reading and language comprehension require different sorts of teaching.”

In place is a rigorous and sequential approach to the teaching of Reading, with a variety of teaching approaches and strategies combining to develop children’s fluency, confidence and enjoyment in reading.

Reading is taught using a variety of pedagogical approaches / strategies:






Phonics

Phonics is taught using the DfE validated systematic synthetic phonics programme *Little Wandle Letters and Sounds Revised*. Children take part in daily phonics lessons in Reception and Key Stage 1, systematically developing their knowledge of grapheme-phoneme correspondences (GPCs), blending and segmenting, following the progression route within the programme.



Daily phonics lessons follow the teaching sequence from the *Little Wandle* programme:

| | |
|---|--------------------|
|  | Revisit and review |
|  | Teach and practise |
|  | Practise and apply |

Revisit and review:

During this part of the sequence, the programme:

- Activates prior knowledge
- Gets the children ready for new learning and reduce cognitive load
- Develops fluent reading
- Supports orthographic mapping (the transference of the sounds and words that have been learned into the orthographic store, which leads to automaticity).

Teach and practise:

During this part of the sequence, there is explicit teaching of a new GPC. The programme teaches:

1. Pronunciation of the phoneme
2. A new grapheme (and the mnemonic or catchphrase)
3. How to orally blend with the new GPC
4. How to blend and read words with the new GPC
5. How to read a new tricky word.

Practise and apply:

During this part of the sequence, the programme allows time for children to:

- Practise and apply the new knowledge from the 'teach' part of the lesson
- Read a caption/sentence which often contains words with the new GPC and often the new tricky word
- Practise spelling words with the new GPC or the new tricky word.

Captions and sentences are only made up of GPCs and tricky words that the children have been taught up to that point in the programme.

In Key Stage 2, children who need phonics provision access the *Little Wandle* catch-up programme.

Little Wandle Reading sessions (EYFS/KS1)

In addition, to daily phonics lessons, all children in EYFS/Key Stage 1 access three Reading sessions each week.

Reading sessions use fully decodable texts from the *Little Wandle* programme that are matched to the progression sequence. Reading books are organised in the same phases of the programme:



- *Little Wandle* FS
- *Little Wandle* Phase 1
- *Little Wandle* Phase 2
- *Little Wandle* Phase 3
- *Little Wandle* Phase 4
- *Little Wandle* Phase 5

Each reading session focuses on a different reading skill, following the same approach each week:

1. Decoding the text
2. Prosody – reading with meaning, stress and intonation
3. Comprehension – understanding the text.

All reading sessions follow the same structure:

Pre-read, Revisit & Review:

- Revise the graphemes
- Practise reading fluently at least four words from the book
- Revise the tricky words in the book
- Teach the meaning of any unfamiliar vocabulary.

Practise & Apply:

- Practise reading skills of decoding, prosody or comprehension

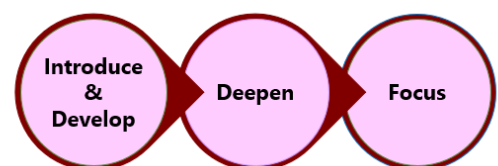
Review:

- Pacey review of any misconceptions
- Explain what is expected for home reading.

Children take home the book they have read within the sessions to practise at home the following week.

Once children in Year 2 have completed the *Little Wandle* phonics programme, reading focuses on developing children's fluency using the *Little Wandle* fluency programme in the three Reading lessons each week.

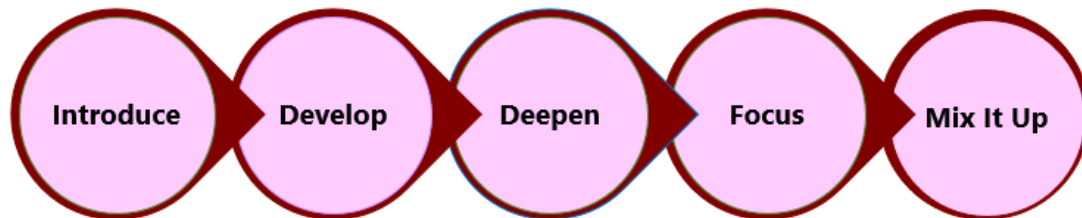
During the Spring term of Year 2, daily reading lessons are introduced, with two lessons each week continuing to focus on fluency development and three lessons a week teaching Shared Reading using a three-session teaching sequence:



Shared Reading Lessons – KS2

In Key Stage 2, children take part in five Shared Reading sessions each week, building on their Reading knowledge and skills from Key Stage 1.

Each lesson focuses on a different aspect of Reading, building on the teaching sequence in the *Little Wandle* programme:



1. Introduce

- Develop background knowledge
- Pre-teach new vocabulary
- Initial read by the teacher – word reading strategies in action
- Basic understanding of the text.

2. Develop

- Recap the text and re-read as needed
- Fluency focus – build fluency using a section of the text.

3. Deepen

- Re-read individually, in pairs or in groups
- Deepen comprehension through teacher modelling, close reading & book talk
- Focus on key questions

4. Focus

- Record comprehension, focused on one aspect/question type e.g. retrieval, inference, summarise.

5. Mix It Up

- Record comprehension, focused on a range of aspects/question types e.g. retrieval, inference, summarise.

Texts for Reading lessons include a range of fiction, non-fiction and poetry and are closely matched to the children's overall reading abilities within a year group – see KS2 Reading Long-Term Plan. The teacher takes a lead in modelling and sharing the reading, supporting the co-construction of comprehension. The teacher supports children to demonstrate their comprehension in answers to written questions.

English Lessons

Reading is a core part of the 'Immerse' part of the teaching sequence used within English lessons and the children access core texts that include a variety of high-quality authors and genres. Comprehension knowledge and strategies are applied to texts, building content knowledge to support writing outcomes.

Story Time

Children take part in regular story time sessions, where adults share a range of age-appropriate texts including traditional tales, classic and contemporary stories, non-fiction texts and poetry. Across each year, some texts are matched to English curriculum texts, whilst others are discrete. Texts are read to children by adults who model fluency and expression and use skilful questioning to ensure understanding.

Home Reading

In Reception and Year 1, children take home the book they are reading within their *Little Wandle* reading lessons sessions to practise at home. In addition, children take home a sharing book which they read together with adults at home.

In Year 2, children continue with the same approach whilst working the *Little Wandle* phonics programme. Once the phonics programme is completed, children take home a book from the 'Reading for Progress' scheme. Books are banded to match children's reading ability.

In Key Stage 2, children continue take home a book from the 'Reading for Progress' scheme, and children move through bands as their reading develops.

Children have a library session weekly during which children choose an additional book to read at home from the fiction and non-fiction library collections.

The expectation is that children read a minimum of four times a week at home. Home Reading is recorded in a Reading and Home Communications book.

Home Reading is supplemented by competitions, events and other reading opportunities – see *Reading Offer*.