

READING

Intent

By the time children leave Handforth Grange, they will have read, listened to and been inspired by a selection of fantastic children's stories. Regardless of ability, gender or background, all children will know, understand and have the confidence to discuss a broad range of high quality texts and vocabulary to cultivate a love of literature.

Implementation

Curriculum Lessons

EYFS & KS1: Long Term Plan (Read Write Inc.)

Children from Nursery to Year 2 are taught following *Read Write Inc.* (RWI), a systematic synthetic phonics-based programme, to become fluent and confident readers. Children start the RWI scheme in the summer term of Nursery and we aim to have all children off the scheme by the summer term of Year 2. If children are not off the scheme by the summer term in Year 2, they continue on the scheme in Years 3 and 4 until they are fluent readers.

Read Write Inc. colour band	Minimum end of year expectations for Reception	Minimum end of year expectations for Year 1	Expectation by spring term for year 2
Ditty sound blending			
Red ditty			
Green			
Purple			
Pink			
Orange			
Yellow			
Blue			
Grey			
Comprehension			

Children in Nursery will have daily RWI lessons starting in the summer term. Children will be taught:

- Set 1 sounds
- Letter formation
- Oral blending and segmenting
- Start to learn how to spell with Fred fingers

Prior to this, Nursery children will be engaging with phase 1 phonics activities.

In Reception and KS1, children will:

- Have daily phonics lessons
- Be taught set 1, 2 or 3 sounds, including single letter sounds, diagraphs (special friends), trigraphs (special friends) and simple mnemonics.
- Learn to blend and segment

- Learn to spell
- Build reading fluency
- Read books that match their sound and reading level
- Read red words (common exception words)
- Participate in shared reading
- Comprehend what they have read and make basic inferences
- Develop and broaden their range of vocabulary
- Read accurately and fluently

Once children are fluent readers, they progress onto the RWI comprehension scheme. This is a 14 week programme aimed at developing children’s comprehension

Medium Term Plans (Read Write Inc.)

Nursery:

Monday	Tuesday	Wednesday	Thursday	Friday
Speed sounds	Speed sounds	Speed sounds	Speed sounds	Speed sounds

During the summer term, children in Nursery will be taught daily speed sound lessons covering set 1 sounds.

Reception:

Depending on the colour book band, the medium term plan varies from a one-day to a three-day timetable. During the Autumn and Spring terms, Reception have a phonics session five days a week.

One-day weekly plan (ditty and red group)

Monday	Tuesday	Wednesday	Thursday	Friday
A ditty a day	A ditty a day	A ditty a day	A ditty a day	A ditty a day

Three-day timetable weekly plan (green, purple, pink and orange group)

Monday	Tuesday	Wednesday	Thursday	Friday	Monday
Book A – day 1	Book A – day 2	Book A – day 3	Book B – day 1	Book B – day 2	Book B – day 3

This then continues as a three-day cycle split over weeks / days until the groups change.

In the summer term, Reception will merge with KS1 and follow the medium term plan as outlined below.

Key Stage One:

In KS1 (and Reception Summer Term), children have a daily phonics session Monday-Thursday.

One-day weekly plan (ditty and red group)

Monday	Tuesday	Wednesday	Thursday
A ditty a day	A ditty a day	A ditty a day	A ditty a day

Three-day timetable weekly plan (green, purple, pink and orange group)

Monday	Tuesday	Wednesday	Thursday	Monday	Tuesday
Book A – day 1	Book A – day 2	Book A – day 3	Book B – day 1	Book B – day 2	Book B – day 3

This then continues as a three-day cycle split over weeks / days until the groups change.

Five-day timetable weekly plan (yellow, blue and grey group)

Monday	Tuesday	Wednesday	Thursday
Book A – day 1	Book A – day 2	Book A – day 3	Book A – day 4 and 5

Comprehension group weekly plan

Monday	Tuesday	Wednesday	Thursday
Comprehension module	Comprehension module	Comprehension module	Comprehension module

EYFS & KS1: Short Term Plans (Read Write Inc.)

Ditty and red group lesson plan

- Daily speed sounds session
 - Speed sounds
 - Word time
- Story green words
- Speedy green words
- Red words
- Partner practice of speed sounds and story green/red words in book.
- Story introduction - teacher
- First read – children
- Read aloud – teacher
- Second read – children
- Questions to talk about
- Hold a sentence
- Handwriting

Green, purple, pink and orange group lesson plan

Day 1	Day 2	Day 3
Daily speed sounds lessons	Daily speed sounds lessons	Daily speed sounds lessons
Speed sounds from story book	Speedy green words	Think about the story
Story green words	Red words	Third read – children
Speedy green words	Partner practise – speedy green words and red words	Questions to talk about
Red words	Second read – children	Proofread
Partner practise – speed sounds, story green words and red words	Hold a sentence – 2	
Story introduction	Handwriting	
First read – children		
Read aloud – teacher		
Hold a sentence – 1		
Handwriting		

Yellow, blue and grey group lesson plan

Day 1	Day 2	Day 3	Day 4 and 5
Daily speed sounds lessons	Daily speed sounds lessons	Daily speed sounds lessons	Daily speed sounds lessons
Speed sounds from the story book	Speedy green words	Partner practice – speedy green words and red words	Spell check
Story green words	Red word cards	Third read and voice choice	Grammar
Speedy green words	Partner practice – speedy green words and red words	Questions	Vocabulary
Red word cards	Second read – children	Hold a sentence 2	Proofread – spelling
Partner practice – speed sounds and story green words	Fred fingers – spelling green words	Build a sentence	Proofread – grammar
Story introduction	Red rhythms – spelling red words		
First read – children	Hold a sentence 1		
Read aloud – teacher			
Red rhythms – spelling red words			

Comprehension group lesson plan:

Day 1	Day 2	Day 3	Day 4
The big question	Vocabulary check	Hold sentence 3	Vocabulary check
Introduction	Re-read text 1	Children read text 2	Mind pictures
Vocabulary check	Quick check text 1	Teacher read text 2	Build a picture
Children read text 1	Questions to talk about	Think about vocabulary: activity 1	Think about grammar activities 4-6
Teacher read text 1	Questions to write about	Why questions	Spell test
Vocabulary check	Spell red words	Think about vocabulary : activity 2	
Hold a sentence 1 and 2	Red rhythms	Think about grammar activities 1-3	
Spell green words		Spell check	
Spell suffixes			

Once children have completed the RWI Comprehension modules, they move onto a medium term plan in line with KS2 (see below) based on skills and objectives from the National Curriculum.

KS2: Long Term Plan

- At Handforth Grange Primary School, we believe that exceptional reading comes from solid decoding skills – built in KS1 – and an opportunity to spend a considerable amount of time both *learning* and *practising* reading comprehension skills and discussing the highest quality literature.

- We follow the National Curriculum (2014) programmes of study for reading and the expectations therein, which we have set out into skills objectives on our *Whole School Reading Progression*. Each week, a specific skill or objective from the National Curriculum is chosen (*see Teaching Sequences*) which aligns to current reading and writing genres. This skill is introduced and explored in-depth at the start of the week and then revisited at various points in lessons throughout the week.
- Continued emphasis is placed on providing access to high-quality texts and discussion across an increasing range of genres – including writing from both classic and modern literature – that is age-appropriate yet challenging. When selecting texts, teachers should seek to make cross-curricular links to other subjects where possible, thus helping to deepen children’s understanding and vocabulary; however, this must not come at the expense of facilitating access to high quality children’s literature.

KS2: Medium Term Plan

In key stage two, reading lessons focus on teaching and practising comprehension skills, both discretely and in conjunction with other skills and aspects of reading. Across each week, lessons should generally follow the format set out below, with at least one comprehension session based on the class novel. Other selected texts should be age-appropriate, high quality, cross-curricular and afford opportunities to practise that week’s skill. Consideration should also be given to introducing children to extracts of fiction that they might enjoy. Flexibility in the order of lessons within the week may occur in order to capitalise on cross-curricular links, particularly when this is aligned with writing.

Monday	Tuesday	Wednesday	Thursday	Friday
Comprehension Skills Lesson <i>from medium term plan</i>	Comprehension Questions <i>class novel</i>	Read & Review <i>non-fiction, new fiction or poetry</i>	Comprehension Questions <i>non-fiction or poetry</i>	Verbal Read & Review <i>class novel</i>

See example Read & Review grids and comprehension questions for expectations of what each should contain and any phase differences.

KS2: Short Term Plan

Reading lessons are delivered with a whole class approach. Monday’s skills lessons involve direct, explicit teaching of a new skill or objective, which is modelled by the teacher, explored as a class, and then practised step-by-step. This can be recorded with photos of the learning or other activities, but should aim to include an individual outcome or evidence for each child. Tuesday – Thursday lessons adopt the following structure, with teachers adapting to the needs of their class:

- **Overlearning** – this should focus on practising recall and use of previously taught vocabulary
- **Read the Text** – this can be modelled by the teacher, paired, individual, groups, wholeclass etc. On Read & Review days in particular, there should be conversation and reminders about how to read with fluency and expression, as well as discussion of unfamiliar or ‘tricky’ words, with time dedicated to practising reading.

- **Written Task** – Read & Review work can be done in pairs or individually (UKS2 should write this straight into their books). Comprehension questions should be completed individually and independently where possible, with children writing answers straight into their books. Some whole class work (i.e. to identify and highlight key words), teacher modelling and discussion should be included prior to any written activity.
- **Review** – discussion and assessment of work completed with children marking/editing their own or each other's work in blue pen.
- Teachers should review the work completed for each lesson and provide 1/2/3 green ticks in line with the school's marking policy.

Friday's 'verbal' lessons should give the children the opportunity to hear and discuss a significant amount of their current class novel in an extended story time; this allows them to access higher-order thinking skills and book-talk without the need for written responses. Whiteboard work, paired talk etc. should be included to ensure all children are involved. This is recorded with a Read & Review grid typed by the teacher in conjunction with the class, which children then stick in their books. Children should then fill the definitions of key, new vocabulary that has been learned.

Progression

- Across the year, the amount of modelling and shared writing that occurs should gradually shift so that children are reading and responding to texts with increasing independence. Teachers may also add more challenging areas to the comprehension grids towards the summer term.
- The amount of text provided should also increase. In addition, texts become more difficult in line with year group expectations.
- The areas of focus on Read & Review lessons should be in line with Year Group expectations.
- Medium term planning highlights the differences (in green) between the expectations of different year groups with in the same phase. There should also be clear differentiation between the Year 3 and 4, and Year 5 and 6 sheets within the phase to ensure progression and challenge for the higher year group within each phase.

Summative Assessment

Read Write Inc.

Children are assessed using the RWI assessments every 6-8 weeks and move colour bands accordingly to ensure that lessons are meeting their individual needs and they are making progress. Any children not making expected progress or requiring additional support can be identified at this time and throughout using summative assessment.

Years 2 - 6

Children in Years 2 to 6 are assessed termly using NFER standardised assessments (Years 3, 4 and 5) or past SATs papers (Years 2 and 6). The results of assessments are used to inform future teaching and learning, particularly identifying any children requiring extra focus or support, and form the basis of misconception and feedback lessons where the children can identify areas of strengths and difficulty for themselves.

Inclusion and Intervention

- The lowest 20% of children from Reception to Year 4 receive daily 1:1 tuition ('Fast Track Tutoring', a Read Write Inc. intervention) tailored to their individual needs. In LKS2, any child not working within year group expectations or with significant gaps in their decoding skills will receive this as alternative provision during reading lessons to target their needs and prioritise their fluency in reading. When children reach Years 5 and 6, the children who have not achieved age related expectations are assessed and placed onto the 'Fresh Start' programme (a Read Write Inc. programme for older children). These children receive daily 1:1 intervention and work through the Fresh Start modules in addition to their regular curriculum reading lessons; they are provided with tailored provision and/or support during reading lessons.
- In Reception and KS1, RWI groups are organised into different abilities following half termly assessments. In KS2, all comprehension question sheets are differentiated at least three ways within each phase (one aimed at each year group and an additional sheet aimed at children with SEND). There is also a challenge sheet available for every comprehension and Read & Review lesson. Read & Review templates are also differentiated; extra levels can be introduced across the class later on in the year or earlier to provide additional, targeted challenge. Some children in UKS2 may be given printed grids to stick in their book, depending on the level of need.
- The expectations surrounding the amount of text that children should read, and read independently, and the amount of questions they are given, is also adapted to suit different learner's needs.
- Provision is made for children with visual impairment or other physical difficulties to enable them to access the reading lesson with their peers. We also use RWI and phonics resources aimed at non-verbal children where appropriate, particularly for children in our Resource Provision.

Reading for pleasure

At Handforth Grange, we place a strong emphasis on creating a positive culture of reading around the whole school and are always working to encourage children to read for pleasure. In addition to their curriculum reading lessons, we aim to promote the children's love of reading in the following ways:

- *Story Time:* Our school timetable includes the opportunity to share a class story every day, in every class across the school. Children are able to listen to and discuss a story and to share in a love of books with their teacher. Our Literacy Spine (a carefully selected set of high quality children's literature, representing a range of styles, voices and eras) outlines key books for this activity; for KS2 this progresses to chapter books and novels which are read across the course of either a half or full term and linked into class reading lessons.
- *Books in the EYFS Environment:* In EYFS, all children have access to communication friendly spaces where reading is valued and encouraged, for example the 'book nook' in Nursery and the 'reading area' in Reception. There are also baskets of literature placed around the Early Years' environment, both indoors and outdoors, which enhances our provision and promotes a love for reading. A selection of storytelling props and resources are made available to enable

independent storytelling and reading activities are placed around the environment e.g. design a book cover and book review.

- *Books in the Whole School Environment:* As well as our whole school library, we have communal reading areas in each phase where children can access age-appropriate and/or curriculum related content, both fiction and non-fiction . Children are introduced to these at the start of the term and shown how to select books; in KS2, they are organised by author and genre to aid the children in their selections. There are quiet spaces around school for children to enjoy reading, including the reading shed outside, and teachers have their own book collections and/or reading corners in the classroom which are tailored and updated termly.
- *Book Recommendations and Displays:* Many displays around school highlight key linked texts that the children could engage with and there is a reading display in every classroom which celebrates books that the class has read, along with any work linked to this, and book recommendations from the children. Teachers are able to offer their own book recommendations (with 'What I Am Reading' posters on every classroom door) as well as giving the children opportunities to discuss books that they are reading individually and share these recommendations with their peers. Teachers also use Read & Review lessons as a chance to share short extracts of new books with the children that they may want to go on and read further.
- *Individual Reading:* We encourage every child in KS2 to have their own individual book that they are reading and which they have available in school every day. Children who struggle to find books that they like are supported to do so and all children are given regular opportunities to engage in quiet reading across the week. Children from Years 1 – 6 also have the chance to read 1:1 with an adult in school at least once per week.
- *Secret reader:* In Nursery, we invite the children's family and carer to be a 'secret reader' and come into school to read a children's story to the children. This gives children further opportunities to see that adults love reading too and share a love for reading.
- *Celebrating Reading:* Children who have read five times per week or more at home are celebrated in class and every class' 'Reading Percentage' for reading at home is shared in assembly on a weekly basis as a means of reward and encouragement. The Friends of Handforth Grange also run a termly 'Reading Raffle' which a child from each class will win.
- *Reading Events:* As a school, we mark World Book Day every year with a strong emphasis on providing children with further book recommendations, opportunities to read, and a chance to highlight and celebrate the joy of reading. We also hold Book Fairs and make a point of announcing to children when the Library Loan Service books are coming, or new books have been ordered, to get them excited about the renewed provision of books in our school. There is also a Summer Reading Challenge set by the local library and celebrated in school.

Reading at home

- Children in Nursery take home the following things weekly starting in summer term: Set 1 speed sounds; sound blending books; virtual classroom video links; and a story book to share with their friends and family.

- To establish a home-school link in Reception and Key Stage One, the RWI book focussed on in the week is sent home so that this can be recapped and revisited over the week with parents/carers. Children also take home a book-bag book which is matched to their colour band and phonics knowledge in order to promote fluency and decoding. They also receive virtual classroom video links and a story book to share with their friends and family.
- We expect all children to read for a period of time (age-appropriate) five times per week at home. Each child from Reception upwards is issued with a reading record to monitor this and we expect parents to read with / talk to children about their books and sign their reading record at least once per week.
- The reading record books are checked by staff on a weekly basis and are regularly monitored by the Core Subject Standards' Team.

Impact

- Children spend their days in an environment where reading and books have a very high profile across the school and throughout the day; we promote a love of literature and aim for children to understand and appreciate the value of reading for both pleasure and understanding.
- Children's progress in reading is monitored through regular, summative assessments. Data from these is analysed to ascertain areas for whole-class improvement and feeds into teaching and learning, as well as identifying learners who require targeted intervention; this enables us to ensure that the bottom 20% of readers are adequately supported and meet our aim for all children to make the progress needed to continue their education as confident readers.
- The consistent strategy and structure of teaching discrete reading skills – as well as regular overlearning of key genres and core skills – aims to provide children with an in-built framework for comprehension, allowing them to tackle new texts with confidence.
- Children are helped to develop skills in listening, oracy and higher-order thinking which allow them to express themselves fluently in class discussions about a range of texts.