



Information about Reading at Tankersley St Peters

Reading Intent

Reading is a subject we value very highly at Tankersley St Peters. We are tenacious in ensuring **every single child** can read by the time they enter KS2. It is expected that every child will learn to read no matter what their need, background or circumstances.

We do not leave this to chance and there are robust systems in place to post teach and support children with reading through EYFS, KS1 and KS2 when they may be struggling. The focus, from the earliest stage of a child entering Tankersley school in EYFS, is that the children learn how to decode and apply sounds to new words. This is a key pre requisite to fluency so we invest heavily in a daily phonics session using a highly structured synthetic phonics scheme and a catch up phonics programme for those children who need this.

We also value the importance of children being able to comprehend texts well as they begin to access these across different subjects in school. We ensure that our children have access to a carefully sequenced range of text types from EYFS to Y6 – fiction, non-fiction and poetry. Children learn to comprehend using a range of skills and strategies that are well sequenced within our reciprocal programme. They are given opportunities to apply these reading comprehension skills in different contexts using a range of these strategies to support their understanding.

We teach our children to love books and the joy of becoming a reader. Each classroom has a lively and engaging reading corner that is well stocked with books. We are thorough in our approach to ensuring that parents support reading at home and our systems ensure that this is not left to chance. Each child has a spiral bound reading diary made by the school and bespoke to the school phonics scheme and reciprocal scheme. The school year promotes a love of reading through our annual reading corner competition and world book day projects.

Reading Implementation

Early Reading EYFS and KS1 – Phonics and word reading through our *Read Write Inc. programme*

Children learn to read following the Simple View of Reading: we teach both word-reading and language comprehension. At Tankersley we use the Read Write Inc. phonics scheme. (RWI)

Through the RWI phonics scheme, pupils learn a simple alphabetic code from the earliest age in F1 throughout our Early years foundations stage. This is followed later by a more complex code as children progress through EYFS in KS1. The pupils learn Speed Sound Set 1 sounds and then progress to Speed Sound Set 2 and 3.

These phonemes are practised daily within the green word cards where children look for 'special friends' phonemes and they 'Fred talk' the sounds. Some words learned are not necessarily phonetically decodable and these are known as red 'tricky word' cards.

All our RWI reading books progress cumulatively and are matched to the sounds children know. Phonetically decodable books are used daily and are taken home so pupils' can practise sounds at home. Children need to practise what they can already read. Therefore, at the end of the week they bring home the book that they have been practising during their RWI lessons. It is therefore expected that they should be able to read this story very well and it is being sent home to show parents how well they can read it. The book will contain the sounds that the children have been learning. Children enjoy re-reading stories they know well. It improves not only their fluency but also their self-esteem. In order to reinforce the children's classroom learning we also send home a second book, which is called a 'Book Bag Book'. These books correspond to the classroom Storybooks. Thus, they reinforce children's classroom learning of phonics, helping them to make even faster progress in reading.

We don't use books that:

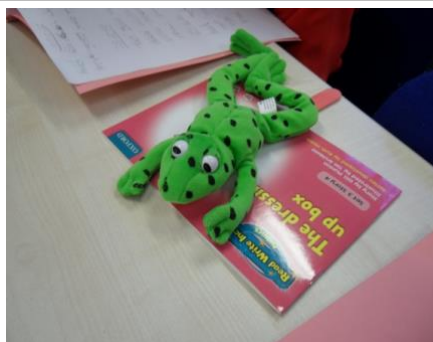
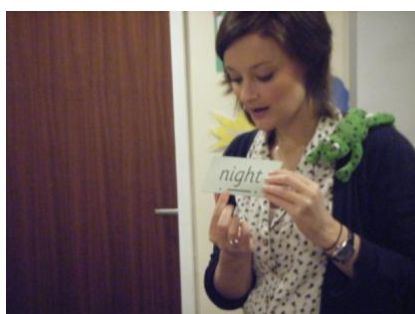
- use 'Look and say' sight recognition or use repetitive structures and picture guessing e.g. I can see a kangaroo, I can see an elephant, I can see a giraffe...
- rely on guessing by picture and context.
- promote key graphemes, but include other words with sounds children have not been taught promote phonics, but do not match to the sounds children know.

Impact

Phonic awareness helps the development of reading as pupils learn to segment and blend sounds. The head teacher and reading leaders regularly screen pupils from an early age so no child slips through the net. All staff are seen as 'reading leaders' and attend coaching and mentoring sessions to support the teaching of phonics. We aim for Read Write Inc. phonics to be redundant by the end of Year 1/ early Year 2.

Whole school Progression in Phonics document

Group A & B	Group c	Ditty Group	Red Group	Green Group	Purple Group	Pink Group	Orange Group	Yellow Group	Blue Group	Grey Group
Teach Set 1 in this order m a s d t i n p g o c k u b f e l h s h r j v y w t h z c h q u x n g n k Word time 1.1 blending m a s d t e.g. mat sad dad Word time 1.2 blending m a s d t i n p g o e.g. pin sit dog Word time 1.3 blending m a s d t i n p g o c k u b e.g. bed cat mud Word time 1.4 blending m a s d t i n p g o c k u b f e l h s h e.g. fun had ship Word time 1.4 blending m a s d t i n p g o c k u b f e l h s h e.g. fun had ship Word time 1.5 blending m a s d t i n p g o c k u b f e l h s h c k r j v y w e.g. rat yes wish	Ditty Speed Sound Lesson Teach Set 1 sounds (special friends) Teach Word Time 1.5-1.6 Review Word time 1.1 – 1.4 Teach nonsense words (3 sound words) Spell using FF (See photocopy masters 1-10) 2 weeks programme Do a ditty a day.	Ditty Speed Sound Lesson Teach Word time 1.6 blending m a s d t i n p g o c k u b f e l h s h c k r j v y w t h z c h q u x n g n k e.g. chin quiz six Word time 1.7 blending m a s d t i n p g o c k u b f e l h s h c k r j v y w t h z c h q u x n g n k e.g. strop packet Review Set 1 sounds(reading only) and Word Time 1.1 -1.5 Teach nonsense words (3 & 4 sound words) Spell using FF	Set 2 Speed Sound Lesson Teach Set 2 sounds & corresponding phonics green words a y e e i g h o w o o o o a r o r a i r i r o u o y Review Set 1 & previously taught Set 2 phonics green words Teach nonsense words Spell using FF	Set 2/ 3 Speed Sound Lesson Teach remaining Set 2 sounds and corresponding green words Once confident, teach Set 3 sounds & corresponding green words. Review Set 1 and previously taught Set 2 phonics green words Teach nonsense words Spell using FF	Set 3 Speed Sound Lesson Teach Set 3 sounds & corresponding green words e a o i a -e i -e o -e u -e a w a r e u r e r o w a i o a e w i r e e a r u r e t i o u s t i o n Review Set 1 & previously taught Set 2 & Set 3 phonics green words Teach nonsense words Spell using FF (focus on Set 2 words)	Set 3 Speed Sound Lesson Teach Set 3 sounds & corresponding phonics green words Review Set 1 & previously taught Set 2 and Set 3 phonics green words Teach nonsense words Spell using FF	Set 3 Speed Sound Lesson Teach/review Set 3 sounds & corresponding phonics green words Review Set Set 1, Set 2 and Set 3 phonics green words Teach nonsense words Spell using FF, support correct grapheme choices	Set 3 Speed Sound Lesson Teach nonsense words Review Set 1, Set 2 and Set 3 sounds & corresponding phonics green words Spell using FF, support correct grapheme choices		
Reception Expectations of Progress	Reception End of Term 1 Expectation - Ditty	Reception End of Term 2 Expectation - Red	Reception End of Term 3 Expectation - Green / Purple							
Year 1 Expectations of Progress			Year 1 Start of Term 1 Expectation - Green/Purple (Target Green & below)	Year 1 End of Term 1 Expectation - Pink/Orange	Year 1 End Term 2 Expectation - Yellow	Year 1 End Term 3 Expectation - Blue / Grey				











Teaching of Comprehension skills – Reciprocal reading through ‘Canine Pals’

Reciprocal reading strategies and skills are taught daily to help children to comprehend the texts they read. These are taught through our **Canine Pals**. Pupils learn how to understand texts and answer a range of comprehension questions through the roles of each canine pal - *Victor Vocabulary*, *Iggy Inference*, *Pip Predictor*, *Suki Sequencer*, *Rex Retriever* and *Sheba Summariser*. In KS2, Arlo the Author and Cassie Commentator canine pals are introduced. Pupils become increasingly independent in these skills as their confidence in reading develops. A wide range of texts and reading materials are used - poetry, fiction and non-fiction texts. Prepared comprehensions are also practised weekly at home.

Progression for Reciprocal Reading

To teach the reading skills needed for good comprehension of texts, we use Canine Pals as below:

<p>Vocabulary Questions with Vocabulary Victor Vocabulary Victor will help you to look at how authors and poets have chosen to use certain words and phrases.</p> 	<p>Inference Questions with Inference Iggy Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.</p> 
<p>Retrieval Questions with Rex Retriever Rex Retriever will help you to go into a text and retrieve the facts.</p> 	<p>Prediction Questions with Predicting Pip Predicting Pip tries to see the future and she will help you work out what might happen next.</p> 
<p>Sequence Questions with Sequencing Suki Sequencing Suki likes everything in order! She will help you sequence the events in a text.</p> 	<p>Summary Questions with Summarising Sheba Summarising Sheba is there to remind you to summarise the main point(s) or main event(s) of a paragraph or text.</p> 
<p>Compare, Contrast & Comment Questions with Cassie the Commentator Cassie the Commentator discusses the content of a paragraph/text and compares events and characters. Can you do the same?</p> 	<p>Author Choice Questions with Author Arlo Arlo the Author likes to help you to spot examples of ambitious vocabulary and figurative language, and explain how the words/phrases that have been used add to the meaning of the text.</p> 

EYFS

In our EYFS setting, we focus on the reading skills of retrieval and inference. We use Rex Retriever and Iggy Inference to teach the children to retrieve information and infer how someone might be feeling or why something is happening. This links with our Phonics strategies of ‘fastest finger’ and ‘have a think’ as part of the Read Write Inc. programme. Victor Vocabulary is also introduced to promote and build tier 2 and tier 3 vocabulary and is linked our whole school strategy to develop word conscious classrooms.

KS1

In KS1, whilst building on the comprehension skills in EYFS, we also focus on the skills of prediction and sequencing. We use Predicting Pip and Sequencing Suki to teach the children how to work out what happens next and how to sequence events in a text. As texts become more complex we believe it is important to order the events in a text and to think ahead about how a plot or character may develop. In the KS1 reciprocal reading lesson children are placed in ability groups and focused teaching sessions are planned to teach the comprehension skills using a text appropriate to their reading ability. Key questions are planned in by the teacher and the children also innovate on their own questions using the appropriate Canine Pal to facilitate this. Children then have the opportunity to do an independent reading comprehension linked directly to the group text. The children also complete a reading task covering a specific reading objective from the KS1 National Curriculum. To develop vocabulary and spelling strategies the children complete a reading task to develop their clarification of new words and meanings to expand their vocabulary.

KS2

In KS2, whilst building on the comprehension skills from KS1, we also focus on the skill of summarising. We use Summarising Sheba to help children to understand the main points of a text and to build on the KS1 skill of

sequencing. There are also 2 additional skills taught in KS2 which are to understand authors intent and how to compare, contrast and comment on texts. For these skills we introduce Arlo Author, which helps children to say why the author chooses certain words and phrases, layout and figurative language. Cassie the Commentator is also used to compare how a character's feelings change throughout the text and how we know this. Children are placed in mixed ability pairs and read a wide range of texts and extracts. Children do a first read of the text which is teacher led, and use the comprehension skills to support understanding and clarification. The children then do a comprehension to deepen understanding and to practise answering questions using the different comprehension skills using the canine pals. They also work with a learning partner to discuss and explain their answers and to check understanding.



Reading for pleasure

We help children to enjoy reading all types of text from the minute they come into school. We decide the books that are enjoyable to read to children and for them to access.

We select:

- stories that elicit a response: curiosity, anger, excitement, enjoyment, amusement.
- non-fiction either connected with something we are teaching or something children might already be interested in.
- Poetry books and our Poetry basket subscription.

Reading areas in the classroom are inviting and lively with space for the pupils to sit and read. Pupils visit their class and school libraries regularly to change their books. The annual pupil council reading corner competition helps to promote lively reading spaces and to keep these fresh and exciting as well as in tune with what pupils enjoy reading.

Story time

We read stories to children with love, confidence and enjoyment, every day. At the end of the school day there is a dedicated story time and all children are read to by their class teacher.

In each classroom, we have a **wooden story and poetry chest**. This contains carefully selected age appropriate books from a variety of authors. These are linked to our author class identities so that the children build a repertoire of titles written by key authors.



Some chosen texts are specifically linked to our creative curriculum topics. We know and love the stories we read aloud, so children will want to hear the same story again and again. We use similar emphases and intonation on each reading, so children can join in the retelling.

The **wooden non-fiction chests** contain carefully selected linked creative curriculum texts. These are topic related books for history, science, geography and art. Children read these books to enhance their knowledge, understanding and tier 3 vocabulary. These familiar texts are also used to facilitate teaching and support reciprocal reading.

At Tankersley some children volunteer to be **Reading Ambassadors**. Their role is to peer mentor younger pupils and act as role models for reading across school.

Our **library monitors** support the reading environment in school and book displays and are involved with creating an environment which enhances reading. They support the reading lead with whole school reading events such as world book week.

Home Reading

Parents are given clear expectations about reading at home. Each pupil has a bespoke home reading diary containing strategies and learning support prompts directly linked to our reading curriculum to help to support reading at home.



We encourage parents to read with their children as frequently as possible and record their comments in the home/school reading diary. The children receive a reading token if it is evidenced in their records that they have read three or more times at home. This can also include reading a book from home. The tokens are placed into a weekly prize draw.

We actively encourage parents to read with their child, as it has a significant impact on their learning and progress. We advise parents to spend time talking about the text and practising their comprehension skills through asking questions as it is very important that the children have a good understanding of what they have read.

We aim for our Parents to

- know the importance of reading stories to their children at home.
- know how to read stories with and to their children.
- to support their child with reading to decode and for fluency by listening to their child read daily.

Workshops in reading are organised regularly in school to upskill parents in helping their child to be a reader. Each year we also hold a 'Reading Afternoon Tea'. Parents are invited to join their children and enjoy sharing a book whilst eating delicious pastries and having a drink. We also ask our older pupils to read with the younger children.

Impact

Teachers

- know the importance of reading stories/ poems/ powerful extracts to their children every day.
- know how to engage children in stories when reading aloud.

Parents

- know the importance of their children reading at home.
- continue to read stories to their children most evenings and listen to them read.

Children

- choose to read most evenings at home.
- talk about the books they have enjoyed reading.

- enjoy listening to stories and poems.
- know many poems/ rhymes by heart.
- enjoy reading non-fiction books.

Assessment and targeted support

Children on the Read Write Inc. scheme are screened every 6 to 8 weeks. Their progress is analysed and they are placed in the group that matches their correct level for their phonic and reading ability. Children who are not on track to be ARE are given daily 1:1 support from staff as well as a specifically employed phonics leader. After screening a letter is sent home to parents of children who need targeting, identifying the gaps in their phonic knowledge.

Children in KS2 who are experiencing difficulties with reading and are falling below ARE have 1:1 targeted catch up reading with a specifically employed member of staff.

Children are aware of targets as in KS1 and KS2, age appropriate pupil friendly targets on a jigsaw sheet, and are inside the children's home/school reading record. Children and parents can annotate when they feel that they have achieved a target. The pupil friendly targets are taken from the National Curriculum objectives for reading.

In KS1 and KS2 children complete termly formal reading assessments (Corner Stones & Past SAT'S papers), the results of which are analysed to inform gaps in learning.