Clarendon Federation Reading Strategy.

"There is more treasure in books than in all the pirates' loot on Treasure Island." – Walt Disney.

At Clarendon, we are passionate about reading, and we want our children to love reading, books and authors. Our Clarendon promise is "Always a little further", and we want our children to embody this promise by taking their reading and love of books a bit further. Our reading curriculum has been carefully crafted this year so that our children develop their reading capital. We want our children to remember their reading lessons and the books, poems, and authors that have been shared with them, to cherish these lessons and embrace reading opportunities that they might face in the future.

We want all of our children to read fluently by the end of primary school so that they are confident and well equipped to flourish in their next stage of education. Our approach to reading has been informed by evidence, action research, observations and professional development and should be read in conjunction with:

The Art & Science of teaching Primary Reading (Chris Such).

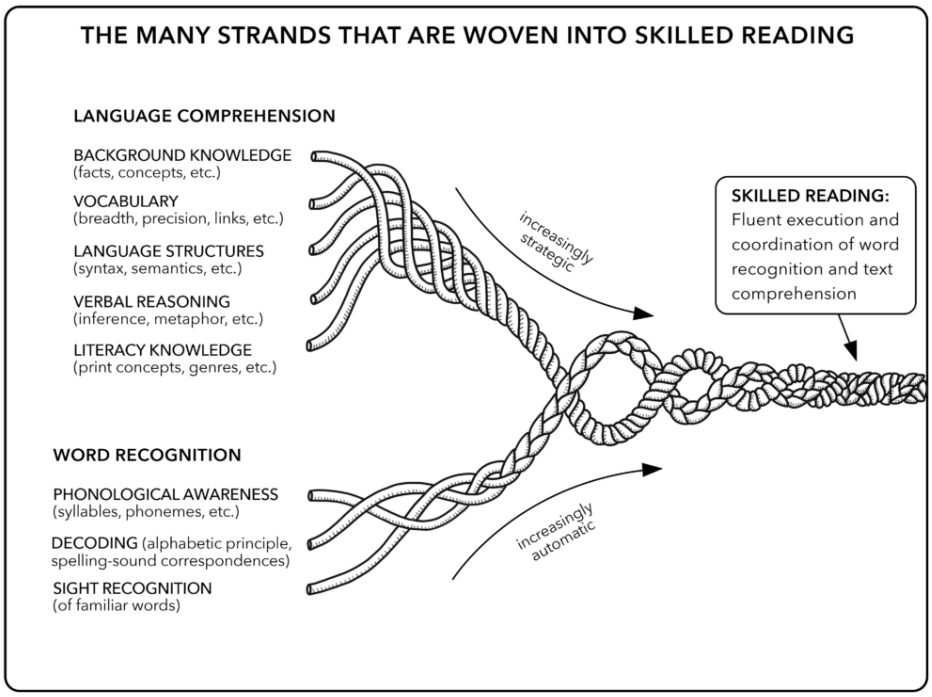
Primary Reading Simplified (Chris Such)

Faster Reading Approach (Myatt & Co)

Unlocking Letters and Sounds

The Reading Framework DfE.

Scarborough's Reading Rope:



Dr H. Scarborough in 2001, created the Reading Rope to convey in picture form the complexities of being able to read. For many children reading is a challenge, this rope conveys the different strands that are all interconnected, yet independent from one another, that showcase the difficulties of reading.

We aim for all of our children to be able to master the top rope and the bottom rope of this diagram in order to become skilled fluent readers.

English Language

English language has a complex spelling system (**orthography**). This means it is more difficult to decode and learning to do so takes a long time for most children.

Teachers need to understand the connections between the 44 phonemes (**smallest unit of sound**) in spoken English and the various graphemes (**letter or group of letters**) that represent them so that they can teach these **grapheme-phoneme correspondences** (GPCs) in a meaningful way which will enable children to turn written words into sounds (**decode**) and turn sounds into written words (**encode**). This is the aim of **systematic phonics**.

Reading involves **blending** sounds to say a whole word; spelling involves **segmenting** a whole word to identify the sounds in it.

Blending – joining up phonemes to form a word (b-e-t = bet)

Segmenting – Isolating phonemes in sequence (bet = b-e-t)

Systematic synthetic phonics programmes (SSP) are for children of all ages who are learning to read. These programmes have three things in common:

- they teach pupils GPCs
- they teach children to blend phonemes into spoken words
- and segment spoken words into phonemes.

All SSPs use programme-specific systems and terminology such as actions, mnemonics, prompts, key words, and routines to teach knowledge and skills. It is important not to confuse children by mixing material from different programmes or across different classrooms – hence the phrase **'fidelity to the programme'**.

Decodable books

Decodable books allow children to practise their increasing knowledge of GPCs and blending skills in meaningful contexts. They support children to feel successful readers from the very beginning because they do not encounter words which contain GPCs that have not yet been taught.

Decodable texts should run alongside or a little behind the pace of the phonics programme. Organisation of these books and the order in which children encounter the books is key. For example, a book that includes the word 'play' should be placed so that children are not asked to read it until the digraph 'ay' has been taught. This is also necessary for older children who have not yet learnt to decode well enough (they still need to decode, individually, each word they meet in regular texts).

Examples of activities that can hinder learning

Activities such as painting, colouring, modelling, playing in the sand and water tray are valuable for developing language, knowledge, cooperative play, fine motor skills, imagination and creativity.

However, using them as vehicles for practising phonics not only takes away the integrity of the activities but also does not provide sufficient practice in word reading, for example, when 'fishing' for words in a water tray, or painting or making models of letters.

Common Exception Words

Programmes include a few common exception words to enable children to read texts. These words are kept to a minimum in the early stages, for example:

said	to	was	I	the	me	no	of	all	he	you
they	she	we	are	my	be	some	so	were	go	no

The national curriculum refers to these as 'common exception words' (sometimes referred to as 'tricky words'), because they contain GPCs that are unusual or have not yet been taught. Children are taught to read and spell these by noting the part that is an exception to what they have been taught so far. For example, in the word 'said', 's' and 'd' correspond to the phonemes /s/ and /d/ as usual, but 'ai' corresponds to the phoneme /e/, which is unusual.

High frequency words

Pupils should not be asked to learn lists of high frequency words. They can read most of these in the usual way, by saying the sounds and blending them, when they have learnt the GPCs in the words, e.g. 'mum' and 'came'. Synthetic phonics programmes teach others systematically as exception words, e.g. 'said' and 'to'.

To find out more please visit Word Reading and Spelling

Unlocking Letters and Sounds

Our chosen SSP at Clarendon Federation is Unlocking Letters and Sounds. Unlocking Letters and Sounds (ULS) is a DfE validated systematic synthetic phonics programme that largely follows the progression of the 2007 Letters and Sounds framework. It includes lessons, progressions, decodable books, guided reading texts and resources need to teach high quality Phonics.

Reading Lessons and Timetable:

Across the Federation the children have dedicated curriculum time to the subject of Reading. In KS1 they have daily Phonics lessons and Whole Class Reading sessions begin in Year 2. They also complete a small guided reading session each day. In KS2 they have dedicated Whole Class Reading sessions as well as time in their weekly timetable for "reading for pleasure" and being "read to by an adult" (this is part of the Faster Reading Approach, Myatt & Co).

	Monday	Tuesday	Wednesday	Thursday	Friday
Reception	Spring and Summer Term Talk through Stories ULS Guided Reading Group	Spring and Summer Term Talk through Stories ULS Guided Reading Group	Spring and Summer Term Talk through Stories ULS Guided Reading Group	Spring and Summer Term Talk through Stories ULS Guided Reading Group	Spring and Summer Term Talk through Stories ULS Guided Reading Group
Year 1	ULS Guided Reading Groups	ULS Guided Reading Groups	ULS Guided Reading Groups	ULS Guided Reading Groups	ULS Guided Reading Groups
Year 2	FLUENCY READ	EXTENDED READ	FLUENCY READ	EXTENDED READ	FLUENCY READ
Year 3	FLUENCY READ	EXTENDED READ	FLUENCY READ	EXTENDED READ	CLOSE READ
Year 4	FLUENCY READ	EXTENDED READ	FLUENCY READ	EXTENDED READ	CLOSE READ
Year 5	EXTENDED READ	CLOSE READ	FLUENCY READ	EXTENDED READ	CLOSE READ
Year 6	EXTENDED READ	CLOSE READ	EXTENDED READ	CLOSE READ	EXTENDED READ
All classes	All classes have a dedicated 15 minutes a day for **shared reading** where Teachers read a higher level text to the children.				

We expect staff to follow the routines of these daily reading lessons, however, due to different contexts and the needs of each cohort we might focus on Fluency for a half term (each year group, especially at the beginning of the year) before we move onto the above timetabling.

Children with SEND or children who are not currently on track:

We know our children well and we use the information from previous year groups in transition and alongside assessment information to decide on additional scaffolding or approaches that individual children may require in order to maximise their opportunities to read.

Throughout children's Phonics and early reading journey, we follow the Unlocking Letters and Sounds (ULS) assessment structure. A gap analysis is completed every 3-4 weeks and children are assessed on their knowledge of GPCS and their application in blending. This data is then used to inform daily intervention and revision sessions to ensure children keep up with the outline programme. A key part of the ULS scheme is to ensure children are keeping up not catching up.

For example, some children may not yet have secure Phonics knowledge (especially of GPCS) in order to utilise the whole class fluency text. This means they are not able to maximise the opportunity to develop fluency because they are needing to decode too many individual words. Those children during the lesson will have a much small extract of the text that the whole class is reading as well as the support from a TA in order to help them with their fluency. Additional Phonics interventions will happen outside of Reading Lessons for those children in KS2 in order to address their needs.

We want all children where possible to be included in rich discussions about the whole class reading text through both extended and close reads. Some children may not be able to track the text or read aloud to the class but can listen to the teacher read it and engage in paired or group discussions.

Talk Through Stories – Nursery and Reception

What is Talk Through Stories?

Talk Through Stories is an approach designed to help young children develop language, comprehension, and vocabulary through structured story time sessions.

Why Talk Through Stories?

This approach builds a strong foundation in language and literacy and supports children to develop crucial speaking and listening skills.

Key elements of this approach:

1. **Story-Based Learning**: Children engage deeply with a high-quality picture book over the course of a week or more.
2. **Repetition and Discussion**: The same story is read multiple times, with daily discussions to build understanding and confidence.
3. **Vocabulary Development**: Key words from the story are explicitly taught and reinforced through conversation and play.
4. **Oral Language Skills**: The focus is on talking - children are encouraged to describe, explain, and retell parts of the story using new vocabulary.
5. **Comprehension Focus**: Teachers guide children through the narrative structure, character motivations, and key themes.

How do I teach Talk Through Stories?

Choose a High-Quality Storybook

- Select a rich, engaging picture book suitable for the age group.
- Ensure it includes interesting characters, a clear plot, and opportunities for discussion.

Teach Over Two Weekly Sessions, each week is divided into two parts:

Week 1 – Comprehension Focus Day 1–5:

Day 1:

- Read the story to the children without showing the illustrations – you are the story teller.
- After you have read the story, ask who the characters are and what was the problem in the story

Day 2:

- Re read the story using slides or pictures or gestures to exemplify vocabulary or actions
- Pause to explain unfamiliar vocabulary or why you have used specific gestures (tell the children, don't ask them)

Day 3:

- Re read the story using My Turn, Your turn for key parts / phrases of the story or acting particular pages of the book
- At the end of the story utilise key phrases to exemplify real life contexts for example, Gemma plucked up the confidence to…(cycle along the path)
- Children stand up as a group and act out a freeze frame reinforcing vocabulary from previous day

Day 4:

- Re read story pausing so that children can join in with key phrases or join in with retelling the story
- Comprehension check – what was the problem in the story, how did they solve the problem etc (use think, pair, share)
- Challenge question – how would you solve the problem or how else could you solve the problem

Day 5:

- Further discussion on the characters and facilitate debate around the characters for example, do we agree or not that the characters are kind? Why do we think that?
- Hot seating and quizzing the character

Week 2 – Vocabulary week

Day 1:

- Pick a tier 2 word from the story for example daring and explain the meaning of the word within the context of the story
- Re read that part of the story to the children
- My Turn, Your Turn – say the word (e.g. daring)
- Teacher models thinking out loud about why character has been daring

- Teacher models when they have been daring or someone else in the class has been daring – a different context (not the from within the book)
- Children then have a go at saying when they have been daring or when a friend might have been daring
- Present two sentences (an example and a non-example) using the vocabulary word
- Repeat using another tier 2 word from the text

This process is repeated on day 2, 3 and 4 using different vocabulary each day

Day 5:

- Re-cap all the vocabulary
- Model a sentence using the vocabulary from the week
- Children have to identify which tier 2 vocabulary from the week has been used in the teacher's sentence (use think, pair, share)
- Children explain why this word has been used within the sentence

ULS Guided Reading Groups (Reception, Year 1 and Year 2 where appropriate)

For children who are still accessing phonics, Guided reading sessions follow the **Unlocking Letters and Sounds** scheme, with children reading fully decodable books carefully matched to their current phonic knowledge through ongoing assessment. Reading groups take place three times a week with a teacher or teaching assistant, providing regular opportunities for children to develop confidence, fluency and a love of reading. Each session includes book talk, GPC (grapheme-phoneme correspondence) recap, vocabulary exploration, common exception word practice and a focus on blending skills. Through a balance of independent reading, modelled fluent reading and comprehension discussion, children are supported to deepen their understanding of texts while developing the skills needed to become successful, enthusiastic readers.

Fluency Reading – Year 2 onwards:

What is a fluency read?

Fluency reading is a structure for teaching reading that is designed to target children's reading fluency through successful decoding practice and repeated reading. Through the repeated reading of texts children also observe the modelling of fluent reading from teachers and then explicitly practice it.

Why fluency read?

Fluent decoding allows us to understand what we read. The reader has gained **accuracy, automaticity** and through appropriate **prosody** in word reading, which frees up the brain to focus on lifting the meaning from the page through connecting words and sentences across the text.

Accuracy – the ability to decode written words without error.

Automaticity - the ability to read quickly and with relative ease. The rate at which a children reads depends on their skill, the purpose of their reading and if they are reading orally or silently.

Prosody – the ability to read in a way that mirrors spoken language, including intonation and rhythm.

Fluent reading is acquired only through repeated decoding. This allows the spellings of words to become 'glued' to the pronunciation already stored in the reader's memory. This process is called **orthographic mapping**.

Children must have lots of practice in decoding especially when they are developing as readers if they are to develop fluency.

How to plan a lesson:

- Choose a text that takes roughly 2-3 minutes for the children in the class to read.
- Work out which words children are likely to need explaining and, where necessary, find pictures.
- Plan discussion/questions.

How to run a lesson:

- Introduce the text and then read the text aloud while pupils listen (this can be your whole class reading book it does not always need to be extracts).
- Discuss tricky vocabulary and give a summary of the text (where appropriate).
- Read for a second time while the children follow along.
- Children in mixed-attainment pairs take turns to rehearse 3-4 times each; partner follows; float or echo read.
- Text is performed by whole class, volunteers or selected children.
- Text is discussed and comprehension checked/deepened.

Teacher modelling and explicit teaching of prosody is an essential part of fluency reading. Children need to hear clear prosody modelled to them for the text they are about to read albeit a little slower that might normally be read aloud. It is helpful to give slightly longer emphasis to the gaps between sentences denoted by punctuation and gently accentuate rhythms and changes in tone of voice.

Extended Reading

What is an extended read?

An extended read is a structure for teaching that is designed to give children plenty of experience of the written English Language.

Why extended read?

Extended reading involves prolonged engagement with a longer text and focuses on the development of fluency, word knowledge, background knowledge and text knowledge through exposure to text. The aim of an extended reading session is for children to build their reading stamina and establish basic sense and meaning of the text.

Essential routines for the Extended Read:

As the children are bouncing between reading the text and listening to the teacher or other children speaking, it is useful to establish a routine to ensure that transition works well and is fluid.

1. **Finger freeze eyes on me** – this reminds children to hold their place in the text with their finger/ ruler on the same page whilst a discussion is taking place.
2. **Eyes on text** – when we want children to return to the word/ line in the book.

How to plan a lesson

3. (a) Choose a text. This may well be the same text for many lessons as you progress through it.
4. (b) Read it and make notes either on the text or elsewhere.

How to run a lesson:

With weaker readers (usually Y2-Y4)

(a) Read while pupils follow.

(b) Pause briefly for explanations and discussion questions; most of lesson spent reading at pace.
i."Finger freeze – eyes on me"
ii.Re-reading and summarising modelled and practised

With stronger readers (usually Y5-Y6)

(a) Same as with weaker readers, except…
(b) Pupils sometimes asked to read sections of text independently.
i. Section length increases with pupils' capability.
ii. Quick finishers write a one-sentence summary then re-read to check.
iii. Very weak readers may be supported through small-group teacher read-alouds while others read silently.
iv. Section briefly discussed after reading.

1. Everyone has sight of a text – whether that be one between two or a photocopy of the text for each person – and sits at the tables.
2. Teacher selects weakest readers and arranges a focus table and supports these children during the session (keeping them on track and focused, prompting during discussion – this could also be a TA focus table).
3. The teacher reads to the class at pace for 20-25 minutes as the children track. Accountability can be ensured by the teacher pausing and asking the children to read the next word in unison.
4. The teacher should only stop reading and use "Finger Freeze – Eyes on Me" if they have a significant question or to go over vocabulary but essentially the teacher should just be reading at pace.
5. Children, selected by the teacher, take it in turns to read a few sentences aloud while the rest of the class track the text.
6. Build in opportunities for pairs to think, pair, share (using your planned questions).
7. As we have longer lessons additional comprehension questions could be answered about the text they have read at the end of the extended read to check understanding from pupils.

Close Reading

What is close reading:

Close reading is a structure for teaching reading that is designed to engage children in deeper exploration of texts.

Why Close Reading:

The aim of Close Reading is to carefully consider the ways authors use language and the impact that this language has on different readers. Through the discussion of texts, children are encouraged to see that texts can be interpreted in different ways and that these interpretations can be discussed.

You will need to:

1. Read the class text in advance of teaching and identify key themes or big ideas such as the underlining meaning or morals. For example, in the book Charlie and The

Chocolate Factory, the theme could be *people get what they deserve*.

2. Choose a section of your class text that has previously been read and explored during an Extended Read. This could be a paragraph or several sentences within a chapter – the main point of any selection is to exemplify the theme that has been chosen.

3. Snip the section of text to be used and add to the PPT. Print the section of text so that children have a paper copy per pair.

4. Identify key stopping points in the text. This might be to explain vocabulary or how text has been structured or to clarify or summarise what has been read so far.

5. Plan the questions that will be asked at these stopping points, specifically, questions will focus on analysing meaning specific to the theme and choice of vocabulary. For example in the text below, the overarching theme is *people are not always what they seem*. Below are some examples of planned questions to support the discussion.

6. Identify a question linked to the theme and plan how you will live model finding the evidence in the text and responding in writing to the question.

7. Plan an additional question that the children will respond to and this may be a written response. You may want to base some of these questions on the style of SATs so that these are familiar to the children.

<u>How to run a Close Read Session:</u>

1. Place the upcoming reading in a wider context.

2. Teacher reads the text aloud while children listen emphasising prosody and modelling expert reading. Only 1/3 of the lesson should be spent reading the text.

3. Teacher reads for a second time while children track the text in pairs using a ruler, stopping at planned points to explain vocabulary or how text has been structured or to clarify or summarise what has been read so far.

4. Teacher poses a question (based on the identified theme) for discussion with children and then live models highlighting specific vocabulary in the text linked to the question.

5. Teacher live models how to use evidence found in the text to respond in writing to a question (based on the identified theme).

6. Teacher poses a new question to the children. In pairs, they highlight vocabulary and

evidence linked to the question.

7. Children then respond to the question orally or in written form. The teacher may wish to provide some sentence stems to support this process.

Assessment of reading

Word Reading

Formative assessment:

Teachers should pay attention to children's misconceptions and be responsive through the lesson: reviewing a GPC; repeating a step to support blending; explaining the meaning of an unfamiliar word in response to a puzzled look or directing attention to a child who has lost focus. Making a note of children to focus on during the next session or adjustments that need to be made to planning.

Summative assessment:

In contrast, the aims of summative assessment are about:

- providing teachers with information about what each child has learnt in a given period and who may need some additional support
- providing leaders with information about which children might benefit from additional support

Individual records of progress are vital, particularly for those who are at risk of not meeting the expected standard of the phonics screening check (40) and failing to learn to read, as well as for older pupils who are not proficient in word reading.
Children new to the school should be assessed immediately on arrival.

Assessment of Fluency

Children's reading fluency is closely correlated to their ability to comprehend meaning from text – the ultimate goal of reading. Therefore, assessing fluency provides a valuable insight into the reading ability of children at a given moment and enable teachers to support children appropriately.

Fluency can be assessed by listening to children read from an age-appropriate text and measuring the number of words they read correctly in 1 minute.

From year 2 to year 6, fluency assessments must be undertaken **3 times per year (term 1, term 4, term 6)** with all children that are no longer working on the school's phonics programme. For children that are not reading within fluency norms, teachers may wish to assess fluency every term. As a Trust, we have selected texts from 'Collins Assess Reading Fluency'.

Which texts should I use?

Collins has many text options depending on book band colours. To simplify this process and to ensure a consistent approach across the Trust, we have created a **Fluency Assessment Map**. This identifies which text should be utilised in which term, in line with the book bands that we would expect the majority of the children to be reading at different times during the year.

Clarendon Federation Assessment Map			
	Term 1	**Term 4**	**Term 6**
Year 2	Turquoise Assessment 1 The Dragon King's Daughter Working at: 60 WCPM Working Towards: 28 - 59 WCPM	Turquoise Assessment 2 The Journey of Humpback Whales Working at: 72 WCPM Working Towards: 42 - 71 WCPM	Turquoise Assessment 2 The Knight who could Knit Working at: 90 WCPM Working Towards: 61-89 WCPM
Year 3	Copper Assessment 1 Animals on the Move Working at: 90 WCPM Working Towards: 61-89 WCPM	Copper Assessment 2 Dick Whittington Working at: 95 WCPM Working Towards: 67-94	Copper Assessment 3 The Story of Nian Working at: 110 WCPM Working Towards: 19-109 WCPM
Year 4	Ruby Assessment 1 Four Desert Challenge Working at: 110 WCPM	Ruby Assessment 2 Surgery Through Time Working at: 120 WCPM	Ruby Assessment 3 The Dragon and his Granny Working at: 133 WCPM

	Working Towards: 79-109 WCPM	Working Towards: 87-119 WCPM	Working towards: 98-132 WCPM
Year 5	Sapphire Assessment 1 How to Build a House Working at: 133 WCPM Working Towards: 85-132 WCPM	Sapphire Assessment 2 The Black Dog Working at: 137 WCPM Working Towards: 99-136 WCPM	Sapphire Assessment 3 The World's First Women Doctors. Working at: 146 WCPM Working Towards: 109-145
Year 6	Diamond Assessment 1 The Boswall Kidnapping Working at: 146 WCPM Working Towards: 109-145 WCPM	Diamond Assessment 2 The Winter's Tale Working at: 148 WCPM Working Towards: 112-147 WCPM	Diamond Assessment 3 The Story of the Electric Guitar. Working at: 150 WCPM Working towards: 123-149 WCPM

How to undertake assessments:

Before assessments:

- Know your children's attainment (from previous assessments).
- Select text from the Fluency Assessment Map.
- Photocopy 'teacher page', x1 per child.
- Ensure that you have the correlating 'child's page'.

Just before taking the assessment:

- Explain to the child they are going to read the text to you as fluently as possible.
- Explain that you will follow along on your sheet and then ask them some questions about what they have read.
- Read the title to the child (this is not part of the assessment).
- Set a one-minute timer from the moment the child begins to read (visible to the adult).

During assessment:

- Listen to the reader.
- Mark on the *'teacher page'* as the reader reads.
- Circle words if;
    - a word is wrong
    - a word is missed

- If a child says a word incorrectly, correct them.
- If a child then hesitates when they encounter this word again, then give them the word.
- If a child hesitates, or is stuck on a word, let them hesitate but not too long then give them word.

- **These do not count towards the WCPM.**
- When the one-minute timer has finished, let the child complete the reading of the text to give them the information they need to complete the comprehension questions.

After the reading section of the assessment:

- Ask the questions.
- Tick if responses are appropriate.
- Thank the child for their time.
- Assess whether each child needs to try a different text.

How to work out WCPM:

- WPM = total number of words read in 1 minute
- Count any errors or missed words (circled words)
- WCPM = WPM- errors
- Accuracy = WCPM ÷ WPM x 100

Reading at home:

This academic year, a Federation-wide reading reward initiative has been introduced to recognise and celebrate pupils' commitment to reading at home. Pupils receive certificates upon reaching key milestones of sustained reading (25, 50, 75 days and beyond), with awards presented during assemblies at the Junior sites and within individual classes at the Infant sites. This initiative aims to promote and celebrate regular reading at home, with pupils encouraged to read at least five times per week.

In addition, a new house point system has been implemented, whereby the number of days pupils read contributes directly to their house point totals. These points are collated weekly, providing further incentive for pupils to develop consistent reading habits, while also fostering a sense of teamwork, collective responsibility and healthy competition across the Federation.

Developing Reading Ability Through the Faster Reading Approach

Across the Federation, we have implemented the Faster Reading Approach (Myatt & Co) to provide all pupils with regular exposure to challenging, high-quality literature that extends beyond their current independent reading ability.

Every class has a dedicated 15-minute daily reading session, during which the teacher reads aloud to pupils. This takes place through *Snack and Story* in the Infant phase and Years 3 and 4, and during the final 15 minutes of the school day in Years 5 and 6.

The texts selected are deliberately challenging, pitched approximately one year above the highest independent reading level within each class. This ensures that pupils are continually exposed to ambitious vocabulary, increasingly complex sentence structures and sophisticated language choices. By listening to fluent, expressive reading from their teacher, pupils develop their understanding of intonation, expression, pronunciation and reading fluency.

To ensure breadth and diversity within the reading curriculum, pupils are exposed to a combination of modern literature and classic texts. This enables them to develop familiarity with a wider range of authors, genres, literary styles and vocabulary, while broadening their cultural and literary knowledge.

The approach aims to support improvements in pupils' reading comprehension, vocabulary acquisition, fluency and overall confidence as readers. Regular exposure to texts beyond their current reading level also provides opportunities to develop their understanding of more complex language and deepen their ability to make meaning from what they hear.

Through consistent implementation across the Federation, we aim to raise pupils' aspirations as readers, develop a genuine enjoyment of literature and support accelerated progress in reading attainment and reading ages.