



# Teaching Reading

## Reception-Year 2

All pupils must be encouraged to read widely across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, **all** pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

(National Curriculum 2014)

The teaching of reading is fundamental to a child's education. Without the ability to read at the least at an appropriate level for their age, a child is unable to leave our school with the necessary skills to succeed.

The teaching of reading at Moorhill Primary School is as follows.

### **Shared Reading**

#### **All Year Groups**

Staff to share a book with children daily. During the session high quality book talk will occur, such as:

- Discuss the title, author, illustrator
- Make predictions as to the story content
- Discuss vocabulary that may be unfamiliar
- Summarise the story so far
- Discuss characters and setting
- Recap the story at the end
- What did they like about it; what did they not like

*These suggestions are not exhaustive.*

### **Reading for pleasure**

#### **Each class shares and promotes reading through displays, book talk and**

#### **Reception**

- Children choose from two books from the 'voting station' which they would like to be read to them at the end of the day story time.
- Classrooms have book areas which are accessed by children throughout the day. Adults support the reading of books in the area and model book handling and reading skills, such as pointing to the text as they read, modelling using the pictures to understand what is going on in the story etc.

#### **Year 1**

- Children choose from two books from the 'voting station' which they would like to be read to them at the end of the day story time.

- Classrooms have book areas which are accessed by children throughout the day. The class books [are in a box for the children to access. This box should only have the weekly class stories in it.
- Adults model book handling and reading skills during story time.

### **Year 2**

- Children read their own book on entry to school before registration.
- Classrooms have a reading area that children can access throughout the day.
- Children will read stories to each other – being the teacher to the class.

### **Choosing books**

Children are assessed against the RWI assessments which gives them a RWI level they will work at. Using the Moorhill correlation chart for book bands will then give children a book band level from which they can select books. The children may only move to a different level with the agreement of the class teacher and guidance from the Literacy Co-ordinator (Ceri Snowden) and/or Reading Leads (Rebecca Eustace and Alison Clarke). This ensures children are reading texts appropriate for their reading ability. Some children may complete or be reading at a higher level than the book band level. These children are then assessed using AR reader.

### **For readers who are significantly below or below expected standards.**

**These children may have access to a range of interventions and reasonable adjustments:**

- **Additional phonics intervention (daily, three times per week or once a week depending on need).**
- **RAG rated reading**
- **Differentiated phonics homework based on intervention work**
- **Small group guided reading.**
- **SSP target work**
- **TA and teacher targeted work within the class**
- **Extra RWI sessions for those who did not pass PSC.**
- **Sharing book to take home to promote book handling.**

### **Case Study 1:**

Child A had a specific difficulty with blending. The intervention included building on secure knowledge, daily phonics, over modelling of blending, involved parents in modelling blending and continued RWI through into Y2. The impact of this was the child passing the PSC in Y2, learning to blend fluently and secured their knowledge of digraphs and trigraphs and their sight reading started to improve.

### **Case Study 2:**

Child B would not talk to an unfamiliar adult but would read pure sounds that he knows to a familiar adult. He was encouraged to show the sound through the action and using the environment, this child had targeted sound work sent home. The impact of this is that set one sounds are being accessed and remembered.

### **Reading Levels**

As a guide, teachers should aim to have their children reading at the appropriate level by the time they leave their year group. A fluent, age-related reader would have reached the following levels at each stage of the academic year:

Year Group	Expected RWI level at the end of autumn term.	Book Band Level
Reception	Group C	Black
Year One	Pink	Green
Year Two	Blue	Purple

Year Group	Expected RWI level at the end of spring term.	Book Band Level
Reception	Ditty/Red	Red
Year One	Yellow	Turquoise
Year Two	Grey	Gold

Year Group	Expected RWI level at the end of the school year.	Book Band Level
Reception	Green/Purple	Yellow/Blue
Year One	Blue	Purple
Year Two	Off RWI	White/Lime

### What does a fluent age- related reader look like at the end of the year?

Year Group	Reading Behaviours
FS2 Early Reader	<ul style="list-style-type: none"> <li>• Reads known predictable texts</li> <li>• Shows an ability to make sense of what is read, uses pictures to support their knowledge of language and the world as well as the words on the page.</li> <li>• Moves from memorising texts to reading words.</li> <li>• Draws on phonic knowledge; evidence's 1:1 correspondence; links graphemes and phonemes to help them decode.</li> </ul>
Year One Developing Reader	<ul style="list-style-type: none"> <li>• A developing reader is gaining control of the reading process but will re-read familiar texts.</li> <li>• Can link reading to their own experiences and are able to read simple texts independently.</li> <li>• Develops self-correction strategies when reading does not make sense</li> <li>• Can apply phonic knowledge when reading known graphemes, recognising alternative graphemes for known phonemes and alternative pronunciations for graphemes.</li> <li>• Has a more extensive vocabulary of sight words</li> <li>• Fluency is beginning to develop through recognition of larger units within words.</li> <li>• Reflects on reading.</li> <li>• Evaluates books and can articulate views and preferences, makes connections to other texts.</li> </ul>
Year Two Moderately Fluent Reader	<ul style="list-style-type: none"> <li>• Reads with confidence for more sustained periods.</li> <li>• Shows evidence of growing enthusiasm for a wider range of reading material that they self-select.</li> <li>• They are more confident to express opinions including likes &amp; dislikes, as well as respond to questions and listening to the views of others.</li> <li>• As their reading experiences increase, children's reading strategies and the language cues of print begin to mesh and they take on more and more of the reading for themselves.</li> <li>• Older readers may need help with the reading demands of the classroom and especially with reading across the curriculum.</li> </ul>

# **Correlation between book bands, RWI and Letters and Sounds**

## **Pink book band**

For children just starting to read. Children are getting used to reading from left to right and matching spoken words to written words. Usually no more than 8 pages with up to 5 words on a page all of which can be read using Fred Talk.

Aligned to Phase 2 Letters and Sounds/Ditties Photocopy masters 1-10

- Locate title, open front cover, turn pages appropriately
- Understand that left page comes before right
- Use meaning together with repeated language patterns (syntax) and some letters to read simple text
- Match spoken word to written word (1:1 correspondence)
- Use a few known words to check own reading
- Read a simple CVC (Consonant Vowel Consonant) word in the text from left to right

## **Red book band**

The second step up the ladder as children gain a little more confidence and may know some words by sight. They will begin to read some tricky red words that will need to be read on sight.

Aligned approximately with Phase 2 Letters and Sounds/ RWI **Red** Ditties

- Locate and recall title
- Consolidate secure control of one-to-one matching on a wide range of texts
- Use known words to check and confirm reading
- Solve simple CVC words by blending phonemes from left to right and check for meaning and correct
- Syntax, i.e. does it make sense and sound right?
- Start to read more rhythmically or use phrasing while maintaining track of text
- Repeat words, phrases or sentences to check, confirm or modify own reading

## **Yellow book band**

Children are beginning to read more varied sentence structures and taking some note of punctuation. They can use their developing knowledge of digraphs and trigraphs to read words.

Aligned with Phases 3 of Letters and Sounds/ RWI **Green**

- Follow print with eyes, finger pointing only at points of difficulty
- Take more note of punctuation to support the use of grammar and oral language rhythms
- Cross-check all sources of information more quickly while reading
- Note familiar words and phonemes and use these to help with reading of unknown words
- Search for information in print to predict, confirm or attempt new words while reading
- Notice relationships between one text and another
- Predict in more detail

## **Blue book band**

Children are becoming more confident at reading longer and more varied sentences. They will begin to read more simple words on sight and their knowledge of read tricky words will increase.

Aligned with Phases 3 of Letters and Sounds/RWI **Purple**

- Move through text attending to meaning, print and sentence structure flexibly
- Self-correct more rapidly on the run
- Re-read to enhance phrasing and clarify precise meaning
- Solve new words using print information and understanding of the text to try alternative pronunciations
- Identify constituent parts of unfamiliar words to read correctly
- Manage a greater range of text genre
- Discuss content of the text in a manner which indicates precise meaning

### Green book band

Children are starting to read quite fluently and take note of punctuation. They will be introduced to some new sounds and become more familiar with a variety of word endings to describe tenses.

Aligned with Phase 4 of Letters and Sounds/ RWI **Pink**

- Read fluently with attention to punctuation
- Solve new words using print detail while attending to meaning and syntax
- Track visually additional lines of print without difficulty
- Discuss and interpret character and plot more fully
- Use contents page and glossary in non-fiction books and locate information

### Orange book band

Children are starting to read longer and more complex sentences and can understand a range of punctuation. They will learn alternative spelling patterns for phonemes that they have already learnt and will use these to increase their word level.

Aligned with Phases 5 of Letters and Sounds/ RWI Stories set 4 **Orange**

- Get started on fiction after briefer introductions without relying on illustrations
- Examine non-fiction layout and use the contents page to select which sections of a book to read
- Read longer phrases and more complex sentences
- Attend to a range of punctuation
- Blend phonemes in unfamiliar words more fluently, cross checking with meaning and syntax
- Search for and use familiar syllables within words to read longer words
- Infer meaning from text, check information in text with illustrations, particularly non-fiction, and comment on content
- Begin to use appropriate terminology when discussing different types of text

### Turquoise book band

Children can read complex sentences fairly fluently, taking note of punctuation. They use expression and do not rely on illustrations to help them. They will have a wide knowledge of red tricky words which can be read on sight.

Aligned with Phases 5 of Letters and Sounds/ RWI Stories set 5 **Yellow**

- Extract meaning from the text while reading with less dependence on illustrations
- Approach different genres with increasing flexibility
- Use punctuation and layout to read with a greater range of expression and control
- Sustain reading through longer sentence structures and paragraphs
- Tackle a higher ratio of more complex words using known vocabulary, phonic knowledge and syllables
- Find a way around alphabetically ordered texts such as indexes, glossaries and dictionaries

### Purple book band

Children might read quietly at quite a rapid pace, taking note of punctuation. They will have a wide knowledge of alternative spelling patterns and tricky red words.

Aligned with Phase 5 of Letters and Sounds/ RWI Stories set 6 **Blue**

- Look through a variety of texts with growing independence to predict content, layout and story development
- Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences
- Solve most unfamiliar words on the run by blending long vowel phonemes, recognising and using them in longer and more complex words
- Adapt to fiction, non-fiction or poetic language with growing flexibility
- Take a more conscious account of literary effects used by fiction writers, and the formal language of different types of non-fiction
- Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax

### Gold book band

Children might read silently at quite a rapid pace, taking note of punctuation. They will now have a full understanding of all the different spelling patterns and be able to choose which one is needed in words based on their grammatical knowledge.

Aligned with Phase 6 of Letters and Sounds/ RWI Stories set 7 **Grey**

- Look through a variety of books with growing independence to predict content and story development, and make full use of non-fiction layout
- Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences
- Solve most unfamiliar words on the run by blending long vowel phonemes, recognising and using them in longer and more complex words
- Adapt to fiction, non-fiction and poetic language with growing flexibility
- Take a more conscious account of literary effects used by writers
- Make more conscious use of reading to extend speaking and writing vocabulary and syntax
- locate and interpret information in non-fiction

### White book band

Books might have chapters. Children will read silently most of the time. They are interested in longer texts which they can return to easily after a break.

Letters and Sounds Phases cease to be relevant/Children off RWI

- Read silently most of the time
- Sustain interest in longer texts, returning to it easily after a break
- Use text more fully as a reference and as a model
- Search for and find information in texts more flexibly
- Notice the spelling of unfamiliar words and relate to known words
- Show increased awareness of vocabulary and precise meaning
- Express reasoned opinions about what is read and compare texts
- Offer and discuss interpretations of text
- Comment on main characters and how they relate to each other
- Suggest alternatives or extensions to events and actions
- Discuss feelings created by stories

- Retelling of stories is balanced and clear

### Lime book band

Books might have chapters. Children will read silently most of the time. They are interested in longer text which they can return to easily after a break. They can confidently talk about what they have read and justify their answers.

- Begin to read reflectively and to perceive meanings beyond the literal
- Refer to text to support own ideas
- Distinguish main points from examples; fact from opinion
- Devise key questions and words for searching and use several sources
- Begin to read in different ways for different purposes, e.g. skimming for relevance, scanning for specific details, reflective and recursive reading for fuller comprehension
- Compare/contrast work from more than one source
- Read aloud with expression and intonation taking account of punctuation
- Pupils can refer to text layout and organisation
- Pupils show some awareness of the point of view of the author
- Beginning to sustain narrative and investigative reading

### Free Readers

Books might have chapters. Children read silently with confidence and perseverance. A wide variety of longer, demanding texts are able to be read with ease.

Learning opportunities:

- Sustain confidence and perseverance when reading longer, demanding texts
- Begin to use deduction and inference with more mature fiction and poetry
- Begin to perceive how an author develops: plot, characters, meanings beyond the literal, figurative language
- Distinguish fact from opinion, point from example, relevant from irrelevant
- Select key points of a text and summarise
- Can refer to the impact of structure and organisation of texts
- Can refer to text to explain their views
- Identify themes
- Identify impact of word choices
- Secure the skills of skimming and scanning and recursive reading
- Pupils can identify the purpose of a text