

Teaching Reading at West Ashton

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 a level appropriate level for their age, a child is unable to leave our school with the necessary skills to succeed.

The teaching of reading at West Ahston C of E School is layered as follows.

Choosing books

Children are assessed against the L& S assessments and using the recommended comparison chart for book bands. This will 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. This ensures children are reading texts appropriate for their reading ability.

Reading for pleasure

FS2 and Y1

Staff to share a book with children daily (see suggested titles for ideas). During the session high quality book talk will occur:

- Discuss the title, author, illustrator
- Make predictions as to the story content
- Discuss where to begin and the direction of reading
- Discuss the difference between a word and a letter
- Discuss the difference between words and a sentence
- Note punctuation used to help the reader.
- Note use of pictures and how these help tell the story
- 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.

Year 2

- Children will read for 20 minutes daily.
- The reading material the children select will be monitored by staff weekly.
- Children are encouraged to choose from the recommended texts for their age and from the reading passports.
- Children should not change a book without checking with an adult.
- During each session a question will be set for the children to think about (see GR questions).
- Children should be encouraged to recommend books to each other.

Guided Reading

- Children will have a guided reading session weekly with the teacher.
- These sessions will take the place in the afternoon.
- Texts used should be at least 1 level higher than the text the child reads independently.
- Sessions should be planned using the agreed planning format with targets for each session.
- When not reading with an adult, children should complete a comprehension or book related activity – prediction, book review, character analysis, letter to a character or hearing a story tape, etc.

Whole Class Reading

- All other teaching of reading will be via the whole class text used as a driver.
- There should be a taught comprehension session linked to a whole class text or a text related to the class topic.
- Comprehension should focus on different domains and this should be evidenced in writing books.
- All comprehension questions must be answered in full sentences.
- One and two part answers should also be developed.
- This may happen more than once a week depending on which phase of learning is being taught.

Reading Levels

As a guide, (schools can set their own reading levels depending on cohort) 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 be reading as follows at the end of their academic year:

Year Group	Expected level at the end of the school year.	Colour
FS2	8	Yellow
Year One	17	Turquoise
Year Two	23	White

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">• Reads known predictable texts• 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.• Moves from memorising texts to reading words.• Draws on phonic knowledge; evidences 1:1 correspondence; links graphemes and phonemes to help them decode.

Year One Developing Reader	<ul style="list-style-type: none"> • A developing reader is gaining control of the reading process but will re-read familiar texts. • Can link reading to their own experiences and are able to read simple texts independently. • Develops self-correction strategies when reading does not make sense • Can apply phonic knowledge when reading known graphemes, recognising alternative graphemes for known phonemes and alternative pronunciations for graphemes. • Has a more extensive vocabulary of sight words • Fluency is beginning to develop through recognition of larger units within words. • Reflects on reading. • Evaluates books and can articulate views and preferences, makes connections to other texts.
Year Two Moderately Fluent Reader	<ul style="list-style-type: none"> • Reads with confidence for more sustained periods. • Shows evidence of growing enthusiasm for a wider range of reading material that they self-select. • They are more confident to express opinions including likes & dislikes, as well as respond to questions and listening to the views of others. • 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. • Older readers may need help with the reading demands of the classroom and especially with reading across the curriculum.

Correlation between book bands and Letters and Sounds

Pink book band – stage 1

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 10 pages with up to 5 words on a page.

Pink A

Aligned to Phase 2 Letters and Sounds

- Locate title
- Open front cover
- Turn pages appropriately
- Understand that left page comes before right
- Understand that we read from left to right
- Use meaning together with repeated language patterns (syntax) to predict the storyline
- Match spoken word to written word
- Use a few known words to assist own reading

Pink B

Aligned to Phase 2 Letters and Sounds

- 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 – stage 1+ and 2

The second step up the ladder as children gain a little more confidence and may know some words by sight. Usually no more than 15 pages with 1 sentence per page.

Aligned approximately with Phase 3 Letters and Sounds

- 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, ie, 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 – stage 3

Children are beginning to read more varied sentence structures and taking some note of punctuation. Usually no more than 15 pages with 1 or 2 sentences per page.

Aligned with Phases 3/ 4 of Letters and Sounds

- 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 – stage 4

Children are becoming more confident at reading longer and more varied sentences. Usually no more than 15 pages with 2 or 3 sentences per page.

- Aligned with Phases 4/ 5 of Letters and Sounds
- 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 – stage 5

Children are starting to read quite fluently and take note of punctuation. Usually about 20 pages with 3 or 4 sentences per page.

- Aligned with Phase 5 of Letters and Sounds

- 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 – stage 6

Children are starting to read longer and more complex sentences and can understand a range of punctuation. Usually about 20 pages with 4 or 5 sentences per page.

- Aligned with Phases 5/ 6 of Letters and Sounds
- 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 – stage 7

Children can read complex sentences fairly fluently, taking note of punctuation. They use expression and do not rely on illustrations to help them. Usually about 20 pages with 4 or 5 sentences per page.

- Aligned with Phases 5/ 6 of Letters and Sounds
- 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 – stage 8

Children might read silently or quietly at quite a rapid pace, taking note of punctuation. Usually about 25 pages with 5 to 10 sentences per page.

- Aligned with Phase 6 of Letters and Sounds
- 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 – stage 9

Children might read silently or quietly at quite a rapid pace, taking note of punctuation. Usually about 25 pages with 5 to 10 sentences per page.

Aligned with Phase 6 of Letters and Sounds

- 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 – stage 10

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. Usually no more than 30 pages and about 10 sentences per page.

Letters and Sounds Phases cease to be relevant

- 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 – stage 11

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. Usually more than 30 pages.

- 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, usually with around 30 - 50 pages.

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