



# Reading

## at Eccleston Lane Ends

### Phonics and Early Reading

At Eccleston Lane Ends, we believe that reading is a skill which is taught through planned, systematic phonics lessons which lead to the enjoyment of all kinds of books, the appreciation of different genres and the ability to access information independently. Through their own reading, we hope that children will develop their individual tastes in literature and be able to understand and justify their own choice of books.

Our primary aims are:

- To develop phonetic skills which lead to blending and reading fluently.
- To promote confidence and positive attitudes to reading.
- To promote and encourage good home/school links using a wide range of literature.
- To equip children with critical tools so they are able to analyse what they read.
- To give children access to a wide range of fiction and information books.
- To monitor each child's progress through the use of a range of assessment strategies including informal assessments and formal testing as appropriate.
- To support groups of learners in maximising their reading potential including those with special educational needs or those children who display gifts and talents.

### Approach

At Eccleston Lane Ends Primary School we follow the **Read Write Inc** approach to teaching Reading and Phonics, supplemented with additional reading materials. Our approach is systematic, consistent, rigorous and fun in order that all children become readers as quickly as possible.

We use the same phonics programme across the school providing continuity and a vehicle for guaranteed progression.

RWI sessions take place daily as part of the English curriculum in Reception, Year 1 and Year 2 (until no longer needed by all children). Some children will require additional Read, Write

Inc sessions or other reading intervention programmes beyond Year 2. These are monitored through our additional needs system.

The children are assessed regularly by our Phonics Leader - Mrs Farrell. Pupils are taught in ability groups thus enabling them to be taught according to their reading level in their own class by a fully trained RWInc teacher or teaching assistant.

The alphabetic code is taught first with children learning new sounds and practising pronouncing and blending these sounds on a daily basis. Simple mnemonics help the children grasp the letter sounds quickly. Then we match the sounds pupils know to the books they read, getting children to read those books a few times which helps them to read using a story tellers voice. Additionally, children hear lots of other stories in school thus increasing their story knowledge and vocabulary.

### **Whole Class Reading Sessions**

During our whole class reading lessons our children are explicitly taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains).

#### **KS1 Reading Skills**

- 1a:** Draw on knowledge of vocabulary to understand texts (Vocabulary)
- 1b:** Identify/ explain key aspects of fiction and non-fiction, such as characters, events, titles and information (Retrieve)
- 1c:** Identify and explain the sequences of events in texts (Sequence)
- 1d:** Make inferences from the text (Infer)
- 1e:** Predict what might happen on the basis of what has been read so far (Predict)

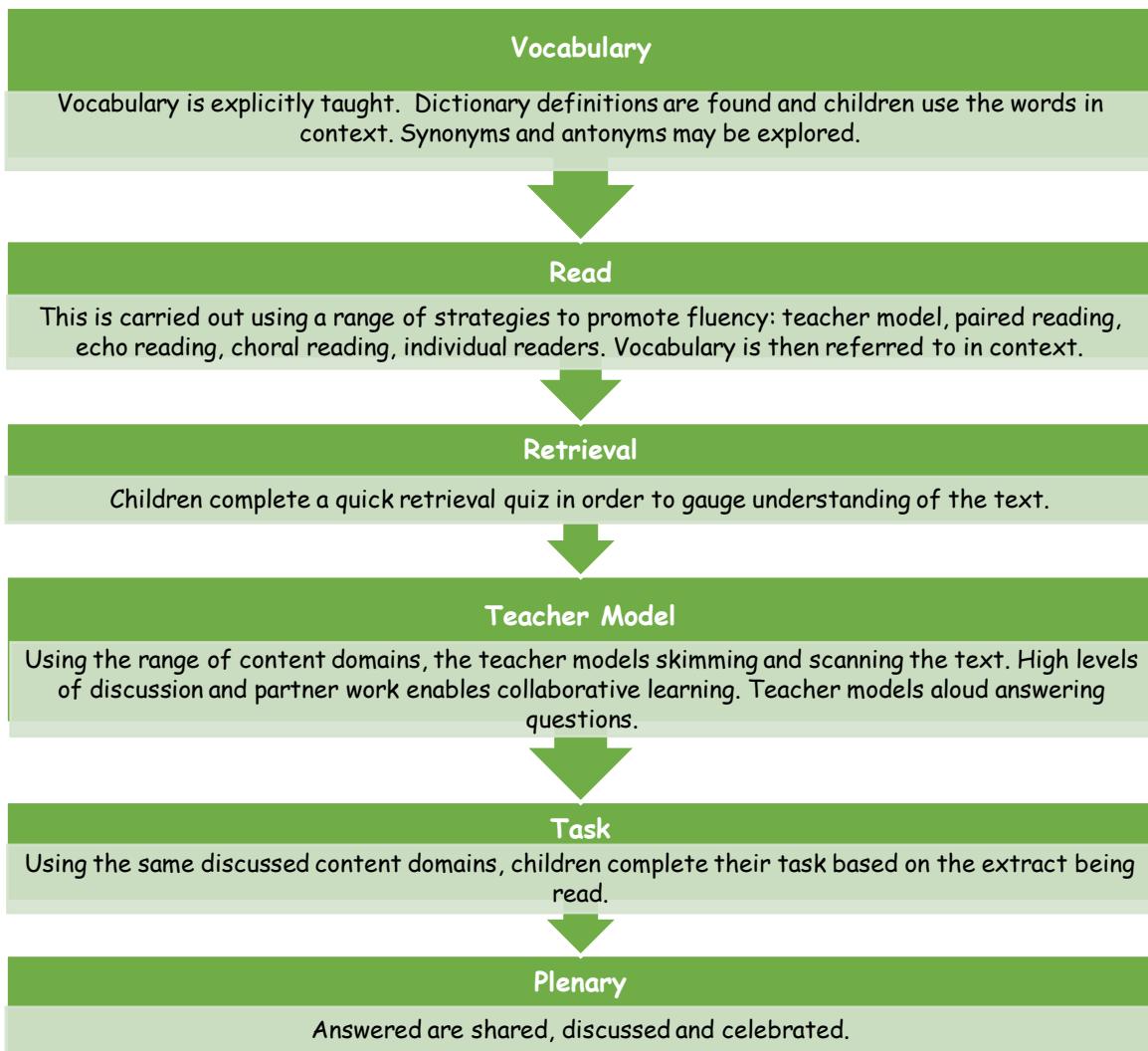
#### **KS2 Reading Skills**

- 2a:** Give/explain the meaning of words in context.
- 2b:** Retrieve and record information/identify key details from fiction and non-fiction.
- 2c:** Summarise main ideas from more than one paragraph.
- 2d:** Make inferences from the text/explain and justify inferences with evidence from the text.
- 2e:** Predict what might happen from details stated and implied.
- 2f:** Identify/explain how information/narrative content is related and contributes to meaning as a whole.
- 2g:** Identify/explain how meaning is enhanced through choice of words and phrases. [Word Choice]
- 2h:** Make comparisons within the text.

## Whole Class Reading Timetable in Key Stage 2

Day	Focus	Purpose
Monday	Whole Class Book	VIPERS enables us to pick questioning linked to what's been recently read. No new reading takes places in this session.
Tuesday	Extract - Discussion, prediction, retrieval (quick quiz), vocabulary.	This session involves lots of discussion around the text and a quick retrieval quiz to gauge children's understanding. Discrete teaching of vocabulary starts the session, before vocabulary is then discussed in context.  This session enables the teacher to listen to the children in their class read, using strategies to develop fluency.
Wednesday	Extract - Inference, prediction and summarising .	This session involves deeper questioning, whereby children are finding evidence to support their answers. Lots of paired discussion takes place in this session before independently answering questions.
Thursday	Reading for pleasure	This session enables children to read their own chosen book for pleasure. Discussion and sharing of text is carried out by children and the teacher, which enables the promotion of a love of reading.
Friday	Whole Class Book	VIPERS enables us to pick questioning linked to what's been recently read. No new reading takes places in this session.

## What a lesson looks like



## Whole Class Books

At Eccleston Lane Ends, we believe that reading aloud is an important element to reading for pleasure. It enables children to experience a book that they may otherwise not pick from our class libraries. All whole class books have been carefully chosen to cover a range of themes, such as diversity and inclusion. These are continually reviewed to keep up-to-date and current. Read aloud is a non-negotiable and occurs daily at a specified time. By reading well-chosen books, teachers can act as reading role models and demonstrate a love of reading. This links to our commitment to enriching children's vocabulary and reading for pleasure.