

Shawlands Primary School
Reading Curriculum

Updated January 2024



Statement of intent:

At Shawlands Primary School, we prioritise reading. We are determined that every pupil will learn to read, regardless of their background, needs and abilities. We intend to create confident readers who have the ability to develop a deep and true understanding of what they read. It is important for us that children are able to comprehend what they are reading and leave primary school being able to read with prosody.

Early reading

Nursery – our nursery children are introduced to phonics as part of a whole class session. These sessions focus on sound discrimination, phonological awareness and they are taught to recognise the pictures of the cards, giving them a head start for being introduced to the graphemes. For any pupils in nursery who are ready to move onto our phonics scheme, and will be moving to reception in September, they begin whole class RWI sessions in the summer term.

Reception- all reception pupils start learning single sounds (unless they are significantly ahead) as a whole class for at least the first half term. If the pupil is significantly ahead, they join a phonics group early based on a phonics assessment. After the first half term of whole class phonics sessions, an assessment puts them into small target groups. There are 12 levels, which are put into 10 groups, with a best fit approach.

Year 1- all year 1 pupils continue to work in small phonics groups which are appropriately matched to their phonics level, based on regular assessments. The sessions are 5 times per week from 9:10 until 10:00am for 50 minutes. Children who are working below expected progress expectations have fast track tutoring every afternoon for 10 minutes. All children have a virtual classroom session in an afternoon to target any gaps, mostly focussed on the gaps of the bottom 20% of pupils.

Year 2- all year 2 pupils continue with phonics groups until at least Christmas. Some children may continue until spring, which is still working at expected level. Children don't graduate phonics until they are reading at the desired speed and have no sound gaps. Those who have passed their phonics check, and can read at 90-100 words within a minute at comprehension level by Christmas, join a group who focus on comprehension, spelling, punctuation and grammar.

All year 2 children have a whole class guided reading session 3 times per week, where they are exposed to age appropriate texts.

Year 3 -

Not passed phonics in Y2	Passed phonics but low reading speed / not all sounds
Phonics is included in their personalised timetable. Teachers are expected to plan opportunities for these children to have a short phonics session each day, including accessing the phonics videos.	Any children from the year 3 cohort who have a low reading speed work in a focus group with an adult during guided reading. They are exposed to the same text as the rest of the children but the smaller focus group allows to focus on reading fluency and speed.

1-1 Reading

All children in school are assessed for their reading fluency level. When children are in a phonics group (all year 1 children and some year 2 children) they are given a phonics book which is matched to their current phonics level. This also includes year 3 children who have not passed phonics. For children who have passed phonics, they are assessed using the Hertfordshire reading assessment and given a book which matches their reading level.

EYFS

KS1

We expect children to be heard reading (who are working at the expected standard) at least once per week. Any child working below the expected standard should be heard between 3-5 times per week.

LKS2

We expect children to be heard reading (who are working at the expected standard) at least once every two weeks. Any child working below the expected standard should be heard between 3-5 times per week.

UKS2

We expect children to be heard reading (who are working at the expected standard) during whole class guided reading sessions. Any child working below the expected standard should be heard between 3-5 times per week.

When reading with children 1-1, the children are encouraged to discuss what they have been reading at home, and staff complete a log of their reading sessions. The log includes feedback for the next member of staff to read with the child, along with a target. Staff are provided with a guide to 1-1 reading to help support them with this.

A High-Quality Whole Class Guided Reading Session in Year 2 and above

Year 2:

- 3 guided reading sessions per week.
- 20 – 30 minutes long sessions.
- At least one session with recorded answers each week.
- If children are recording answers in books, the questions should be stuck in for the children to read from.
- Must have an extract session which looks at an unseen non-fiction or poetry text. This session is an opportunity to practise test style questions and must be one of the recorded sessions. Teachers should focus on their bottom 20% of readers in this session.
- All lessons must have a section of the session which focusses on fluency. E.g., choral or echo reading.
- All lessons must select 2-3 words from the text to discuss and learn the meaning of.
- Verbal discussion must take place in each lesson, with a variety of questions that have been carefully planned prior to the lesson to get the 'best from the text'.

Year 3 and 4

- 4 guided reading sessions per week.
- Minimum of 30 minutes long.
- At least 3 sessions with recorded answers.
- If children are recording answers in books, questions can be displayed on the board, unless you feel a child will benefit from it being stuck in their book.
- Must have an extract session which looks at an unseen non-fiction or poetry text. This session is an opportunity to practise test style questions and must be one of the recorded sessions. Teachers should focus on their bottom 20% of readers in this session.
- All lessons must have a section of the session which focusses on developing prosodic reading. E.g., choral or echo reading.
- All lessons must have a section of the session which looks at vocabulary (pre-teaching any unfamiliar, tier 3 language which is specific to the text, and developing children's understanding of how to find the meaning of words within a text.)
- Verbal discussion must take place in each lesson, with a variety of questions that have been carefully planned prior to the lesson to get the 'best from the text'.

Year 5 and 6

- 5 guided reading sessions per week.
- Minimum of 30 minutes long.
- At least 4 sessions with recorded answers.
- When writing recorded answers, at least 2 sessions per week should be practising 'reading for speed' – ensuring that children are answering questions timely, to prepare them for the reading assessment.
- Each class will do one lesson per week where they study an unseen text. This can either be fiction, non-fiction or poetry. This session is an opportunity to practise test style questions and must be one of the recorded sessions. Teachers should focus on their bottom 20% of readers in this session.
- Teachers can choose to put questions in books for children to read from, or display questions on the board.

- All lessons must have a section of the session which focusses on developing prosodic reading. E.g., choral or echo reading. UKS2 pupils may start to do some reading aloud.
- All lessons must have a section of the session which looks at vocabulary (pre-teaching any unfamiliar, tier 3 language which is specific to the text, and developing children's understanding of how to find the meaning of words within a text.)
- Verbal discussion must take place in each lesson, with a variety of questions that have been carefully planned prior to the lesson to get the 'best from the text'.

Suggested Structure of a High-Quality Guided Reading Session

- **Recapping and discussing**

Children discuss what happened previously in the text, ensuring they are all on the 'same page' before they start reading. This could include a mini-quiz which gives children some quick-fire retrieval questions that assesses their knowledge and understanding of the story so far.

- **Vocabulary**

Children should be exposed to any tier 3 vocabulary that they are going to come across in the text. Teachers may provide visuals to help support their explanations. Any words that will be tricky for the children to read should be discussed and practised at this point.

- **Fluency**

The teacher will then choose an appropriate point for the children to develop their fluency. This could involve the teachers selecting a sentence or paragraph to model to the children, and then get the children to repeat it back to them / their partner. The teacher would draw direct attention to the way that they were reading, including their speed, tone, expression and volume.

- **Reading and discussing**

This should take up the majority of the lesson. The teacher should start by ensuring that all children are looking at the text and are ready to follow along. The teacher should read the text aloud, moving around the room to check all children are

following along. At natural 'pause points', the teacher may stop reading and pause for discussion on what they have just read. The children can then record their answers, supported by the teacher, and return back to the text.

- **Questioning**

In some lessons, the children will then be directed to return to the text to answer some independent questions, either verbally or written. This may give them opportunity to practise test style questions, or questions with a certain amount of marks available, though this shouldn't be the sole purpose of the questioning. **Teachers must be planning the questions they are asking the children carefully to get the 'best from the text'.**

Example sentence Stems – teachers should use a variety of questions within one lesson, as most questions require multiple 'skills'

Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

Infer

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?

Predict

Predict what might happen from the details given and implied.

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How is
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?

Summarise

Summarise the main ideas from more than one paragraph

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

Promoting a love of reading

At Shawlands, we aim for all pupils to leave our school with a love of reading. We believe that pupils' motivation should be driven by curiosity, recommendations, engagement with familiar characters and authors and the feeling of being transported into another world through a text. We want them to feel excited about searching for a book, visiting the library and discussing their book with their peers and teachers.

We often take pupils to the local book stores to help choose new books for the school library, and also have the book fair into school each year. We have taken pupils to visit the local library and explore the wide range of books available.

Children have a regular library slot each week, where they have the opportunity to visit the library and change their book. We also have mini libraries in school too, so that children don't feel like they have to wait for their library day to change their books. We have librarians, whose job it is to keep the library well stocked and tidy, and to let us know if there are any types of books that we need to stock more of.

We work alongside parents to help create a love of reading by offering book swaps and book sales. We plan to host reading mornings where families can join their children in school to read a book and explore the books we have on offer. (Jan 2024)

We have a recommended reading list which is sent to parents, so that books can be purchased for school and the child's name gets stamped inside.

In class, children are regularly provided with the opportunity for 'book talk', where teachers discuss with the children what they are reading and explore new texts and authors. We allow children the opportunity to provide recommendations to each other and encourage children to complete reviews.

We believe that reading shouldn't be confined to one lesson, which is why we have ensured that it is embedded throughout our curriculum. For example, in PSHE, we use a variety of picture books to engage children and promote discussion.

We celebrate special reading events, such as World Book Day, where we complete reading related activities across school.