



A Guide to Reading

Introduction

We believe that reading feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is therefore our aim to enable children to become confident, successful readers and to gain love and enjoyment from a wide range of literature.

The purpose of this leaflet is to show you how we teach reading in school, from the Early Years Foundation Stage upwards, and to explain how you can help and encourage your child with reading at home.

How does reading look at Parkfield?

As children progress through the school, they are encouraged to read independently and for pleasure and enjoyment, as well as for research. Children develop reading skills through daily reading practice—ERIC TIME (Everyone Reading In Class).

We understand the importance of exposing children to a plethora of texts to develop a pleasure for reading by listening to and discussing a wide range of poems, stories, and non-fiction at a level beyond that at which they can read independently. We hope to motivate children to read widely and encourage vocabulary development.

Due to the nature of the reading curriculum, we have decided to organise our 'class readers' into specific genres (outlined below). We hope this will enable children to understand that there are many different genres, recognise how they are different, and inspire them to read more widely. This also provides a 'hook' to introduce new books to the class and can be helpful when discussing similarities and differences.

Our class reader linear links are:

- Traditional/Fairy Tale: A tale that has been told and re-told over many years so almost everyone knows them / a story about magical and imaginary things and lands.
- Modern Fiction: Stories set in modern times. They have technology that is similar to what we have now.
- Adventure/Fantasy: Character goes on an adventure. Fantasy includes imaginative and unreal settings/characters.
- Historical Fiction: When a story takes place in the past and may have some factual events.
- Stories from Other Cultures/Traditions: Stories from other traditions and cultures around the world.
- Classics: Books that are well known and have been read for many years and still generate the same amount of interest.
- Non-fiction/Information Books: Books that tell you information.
- Poetry: Consists of contemporary and classic poetry as well as different forms of poetry and performance poetry. Some poetry will be taught as standalone units in English lessons.

Reading at home is strongly encouraged, and every child takes a reading book home every night.

On occasion, the school engages in paired reading, where older children read with younger children, simply for the pleasure of sharing books.

How do we teach reading in school?

EYFS

All children take part in guided reading activities in EYFS to challenge and consolidate understanding. We use texts linked to the phonics sound that the children have been focusing on that week to consolidate sounds

taught, linked to our Twinkl phonics scheme. In addition to a linked book (mini book), children also have opportunities during carousel time to use and apply phonics knowledge in a variety of ways. In the Early Years Foundation Stage, guided reading time encourages early comprehension skills of: prediction, retrieval, and inference, and consolidates letters and sounds knowledge. As their sound knowledge develops, children take home a reading book to practise at home.

EYFS Assessments

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception. This information is therefore only relevant to reception teachers in school-based provision.

The Early Years Foundation Stage (EYFS) profile summarises and describes children's attainment at the end of the EYFS.

It gives:

- the child's attainment in relation to the early learning goal (ELG) descriptors

Teachers' assessments are primarily based on observing a child's daily activities and events. In particular, practitioners note the learning that a child demonstrates spontaneously, independently, and consistently in a range of contexts.

Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves teachers observing children to understand their level of attainment, interests, and learning styles, and to then shape learning experiences for each child reflecting those observations.

When compiling the profile, teachers must review the evidence gathered in order to make a judgement for each child and for each ELG.

Each child's level of development must be assessed against the early learning goals. Practitioners must note whether children are meeting expected levels of development, or if they are not yet reaching expected levels ("emerging").

The Early Learning Goal for reading in EYFS is:

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

KS1 and KS2

The programmes of study for reading at Key Stages 1 and 2 consist of two dimensions:

Word Reading

Comprehension (both listening and reading)

In Key Stage 1

In addition to phonics, by the end of Key Stage 1, pupils should be taught to:

UNDERSTAND IT!

Draw on knowledge of vocabulary to understand texts

FIND IT!

Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles, and information

SEQUENCE IT!

Identify and explain the sequence of events in texts

THINK ABOUT IT!

Make inferences from the text

PREDICT IT!

Predict what might happen on the basis of what has been read so far

Year 1 Phonics Screening

All children will take part in the Year 1 Phonics Screening test, which is in June every year.

Children who do not pass the test will have another opportunity to take the test in Year 2.

Any child who doesn't pass in Year 1 and 2 will have extra phonics intervention to try and diminish the difference.

End of Key Stage 1 Assessments

Throughout the month of May, Year 2 pupils will participate in the optional KS1 reading tests, which consist of:

- English Reading Paper 1: combined reading prompt and answer booklet
- English Reading Paper 2: reading booklet and reading answer booklet

In Key Stage 2

As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading. Children should apply their growing knowledge of root words, prefixes, and suffixes both to read aloud and to understand the meaning of new words they meet.

Pupils should be taught to:

UNDERSTAND IT!

Give/explain the meaning of words in context

FIND IT!

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

SUMMARISE IT!

Summarise main ideas from more than one paragraph

THINK ABOUT IT!

Make inferences from the text / explain and justify inferences with evidence from the text

PREDICT IT!

Predict what might happen from details stated and implied

CONNECT IT!

Identify/explain how information/narrative content is related and contributes to the meaning as a whole

LOOK AT IT AND LISTEN TO IT!

Identify and explain how meaning is enhanced through choice of words and phrases

COMPARE IT!

Make comparisons within the text

End of Key Stage 2 Assessments

At the end of Key Stage 2 (Year 6), pupils are required to participate in SATS tests during a specified week in May, which include:

A reading answer booklet and a separate reading booklet.

(Pupils will have a total of 1 hour to read the 3 texts in the reading booklet and complete the questions at their own pace.)