



Woodhouse Community Primary School

The Teaching of Reading Guidance for Key Stage 1 and Key Stage 2

At Woodhouse Community Primary School we are committed to providing an inclusive, creative and exciting curriculum based around high quality teaching and learning. Reading is an integral part of the full offer.

Key Stage 1 Reading Domains

- draw on knowledge of vocabulary to understand texts
- identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
 - identify and explain the sequence of events in texts
 - make inferences from the texts
- predict what might happen on the basis of what has been read so far

Key Stage 2 Reading Domains

- give/explain the meaning of words in context
- retrieve and record information/identify key details from fiction and non-fiction
 - summarise main ideas from more than one paragraph
- make inferences from the text/explain and justify inferences with evidence from the text
 - predict what might happen from details stated and implied
- identify/explain how meaning is enhanced through choice of words and phrases
 - make comparisons within the text

At Woodhouse Community Primary School we teach comprehension skills through small group reading, using the RWI books as well as a wide range of fiction and non-fiction books in KS2 to develop retrieval and higher order inference skills successfully. Through this approach, adults model active reading approaches. Through whole class reading, staff at Woodhouse Community Primary School focus on teaching the active reading and active listening skills which are essential to ensure we provide pupils with the best opportunities to support them in becoming good readers.

EYFS

At Woodhouse Community Primary School we provide a wide range of opportunities for pupils from the earliest stage in their learning with us; Letters and Sounds is used as a guide to ensure pupils gain a range of **high quality** experiences as well as **knowledge and skills** through play based activities that have been strategically planned to build on prior learning and skills as well as promote 'new' learning experiences. As pupils progress to Reception; they adopt the RWI scheme with a focus on identifying and recording set 1 sounds as well as developing blending and segmenting skills with a focus on vc/cvc words.

Decoding and Fluency

In Year 1 pupils continue to work in line with the RWI scheme, a wide range of **opportunities** and activities are used to support pupils in recognising set one, two and three sounds and applying these to their reading and writing tasks. The main focus in Year 1 is ensuring pupils are becoming more **confident** and **competent** in their decoding and blending skills; providing them with the skills to become confident, fluent readers. RWI is taught daily in Year 1.

Interventions are used to ensure pupils making slow progress or with gaps in their learning get the support required to 'close the gap' and ensure they are 'learning more' and 'remembering more'.

RWI is taught daily in Year 2 in short bursts to ensure pupils are recapping learning; remembering sounds from sets one-three and applying these confidently and with ease. Pupils who do not pass the Year 1 phonics screening remain on a more rigorous intervention to ensure attainment is reached by the end of the academic year.

As pupils progress through school, fluency is tracked using Accelerated Reader to ensure essential support is put into place to develop individual pupils fluency.

Teaching of Comprehension Skills

Using Content Domains Effectively

At Woodhouse Community Primary School we strive to ensure all pupils become familiar with the content domains throughout KS1 and KS2. The vocabulary is used within each class and if referred to, which ultimately supports and develops the understanding of pupils. We aim to explicitly model each of the skill and strategies to ensure the development and progression of skills displayed by the pupils. We ensure questions are framed using a range of the appropriate vocabulary to support pupils in becoming familiar with the process and consistency is evident across the school. We provide pupils with opportunities not only to answer questions but to form their own questions and answers to promote depth of understanding of the texts used.

Whole Class Texts

At Woodhouse Community Primary School we have high expectations; therefore an expectation that each class will read at least two longer fiction books (1 in Yr1) in the academic year and use their text to base writing around/practise comprehension skills. A range of high quality texts are sourced from DLR and changed year by year to best suit the academic needs and abilities of each class, as well as the interests of pupils within current cohorts. Throughout KS1 and KS2 fiction and non-fiction texts are used regularly as models for writing as well as a range of shorter text excerpts, poems and picture books which are used on a whole class basis for other subject areas; in order to develop pupils experiences and breadth of reading material.

Active Reading and Listening Skills

In our school to ensure pupils become confident and competent readers; we break down the areas of active reading through modelling and explicitly teaching them until pupils use them **confidently** in their own reading, aiming for pupils to engage in **active reading** at any given opportunity. These skills are introduced in EYFS through modelling **active listening** and progressing on to teaching the following strategies from Year 1:

- Use background/prior knowledge and connect to the text.
- Predict, ask questions, I wonder.
- Visualise
- Think like a detective - use inference.
- Notice meaning breakdown and use repair strategies.
- Watch out for VIP words and phrases, connect to build building.

The above strategies should be addressed with the use of small excerpts of text, in small groups with a teacher/support staff. Modelling and opportunity to practise is a successful approach that develops pupils **knowledge** and **understanding**. Once confident with one strategy, an additional strategy will be introduced. In KS2 active reading should entail exploring the text in depth and using questions linked to the reading domains.

Teaching of Vocabulary

- Unfamiliar vocabulary is the main focus.
- Vocabulary is taught through texts/context.
- Opportunities for pupils in each class to have a vocabulary space - unknown words can be recorded here and the meaning explored/discussed with an expectation that we broaden our vocabulary and use new words in speech and writing.
- A front cover page is used for topics to allow opportunity for new/unfamiliar vocabulary to be written and used.

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