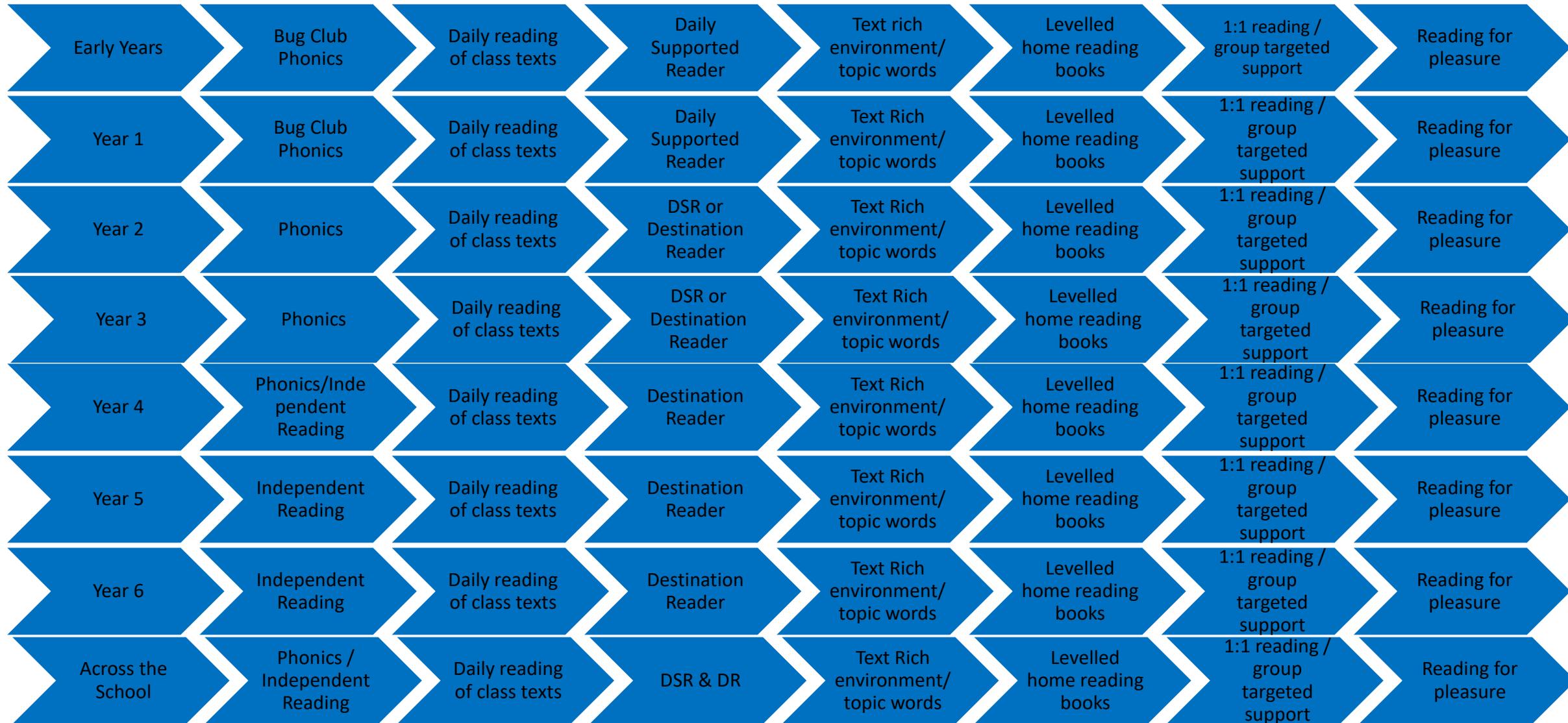


Reading Provision at Mendlesham



Reading Progression

Throughout each year, children work on developmental building blocks under each of the Key Concepts of reading accurately and comprehension. These are intertwined throughout the curriculum to ensure links through knowledge, themes and progression of skills. Individual building blocks are further broken into year groups which teachers use to plan and assess. These are also used to secure teachers' understanding of what precedes and follows each year group, which can then be used to support in differentiation and intervention. Progression is different for each learner and provision is made to address their individual needs.

English - Reading

To read accurately (learning to read)		To understand text (reading to learn)						
Phonics / Decoding	Common Exception Words	Prediction	Inference	Questioning	Evaluating	Clarifying	Making Connections	Summarising

Reading Implementation

Reading at Mendlesham School focuses on 6 aspects:

1 – Supporting Staff	2 – Teaching the reading curriculum	3 – Developing the reading environment	4 – Building vocabulary through cross curricular learning	5 – Targeting resources	6 – Celebrating reading and English
Equip staff with the skills, knowledge and training they need to teach children to be accomplished, keen readers. Ensure Phonics, DSR and DR training and support is ongoing.	Make use of every opportunity the curriculum offers to teach children to become lifelong readers. Ensure high standards are expected of all children and that intervention is timely and targeted.	Understand the role the physical environment (including libraries, book areas and displays) plays in teaching children to become readers.	Use vocabulary as a basis for wider curriculum (e.g. history, geography, science) learning. Ensure that reading and use of vocabulary permeates the curriculum.	Use a wide range of different reading materials to teach children to become readers. Include a range of diverse and inclusive texts to engage pupils in the world, different cultures and life experiences.	Read for pleasure across the school and mix year groups to encourage a love of reading. Involve stakeholders in special events to raise the profile of reading and engage children.

Supporting Staff Development

- In order for children to become life-long readers, all staff must be skilful at teaching each element of reading. Staff need a strong grasp of the different stages children move through and need to have good knowledge of books to meet the different needs of children and our curriculum.
- Where pupils need extra support to gain these skills, staff need to be able to intervene quickly and with targeted help. They need a knowledge of resources, tools and teaching techniques in order to implement effective intervention and know where to seek their own support in this if needed.
- In addition to teaching reading, staff need to be effective in the assessment of reading. This means that staff need a strong understanding of where children are as a reader and how to develop them further. They need to use assessment to inform everyday teaching and planning, with regard to whole cohorts and individuals who need extra support to achieve.
- With this clear vision of what skills and knowledge our staff need, we continually support and strengthen existing skills through professional development and a supportive, collaborative teaching environment.

Teaching the Reading Curriculum

We know that an effective way of teaching the reading curriculum is through a range of motivating, high quality books and texts that engage children to become enthusiastic readers and that makes links in their learning. Quality first teaching of reading and promoting a love of reading ensures that all children move through the stages of reading to become confident, fluent readers.

Training opportunities across the trust, school and in individual classrooms allow us to share our good practice and raise standards. Phonics, Daily Supported Reading and Destination Reader is monitored across the school, key stages and classes to ensure the provision matches the need of the children.

Building vocabulary through cross-curricular learning

Subject: Science		Phase: KS1	Year: 1/2 (Year 2 unit)
Topic	Exploring Everyday Materials		
Prior knowledge & Skills	EYFS- To know about similarities and differences in relation to objects, materials and living things. To talk about features of their immediate environments. Having explored different materials to build, draw and explore in a range of activities such as role play, art and design and small world. KS1- To sort materials according to criteria. To identify natural and made materials. To change materials by squashing, bending etc. To investigate the different uses of some materials and how they are changed in processes. Ask & answer simple questions using observations. Identify & sort materials. Recording data. To identify an object and the material it is made from.		
Key Questions and Concepts	<p>What are everyday items made from?</p> <p>To name different everyday materials.</p> <p>What material is the most commonly used for making things we use in school/on the playground?</p> <p>To describe properties of materials.</p> <p>What adjectives can you use to describe the material?</p> <p>Do any objects share the same properties</p> <p>Group, sort and compare materials on the basis of their properties.</p> <p>What do these materials have in common? How are they different from each other?</p>		
SMSC	To enjoy learning about their surrounding world and be reflective on their thoughts, ideas and findings. Investigate ethical issues- caring for our world and the impact that we have on uses its materials. Using a range of social skills in group investigations and experiments, listening to each other's thoughts and findings and appreciating different viewpoints and ideas.		
Inclusion /accessibility	Use of adults to model "thinking aloud" to question, hypothesise and reflect. Use of templates and TAs to support written work. Use of word banks for specific vocabulary and adults to model their use when giving explanations. Ensuring all pupils have hands on testing experiences and time to explore practically to draw on this for more abstract learning and building connections. Support from adults in physical activities, observing, testing etc.		
Key Vocabulary	Object, material, properties, sort, group, compare, classify, describe, criteria, adjective, hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, waterproof, not waterproof, absorbent, not absorbent, opaque, transparent, natural, man-made, variety, differences, similarities, brick, paper, fabric, wood, plastic, glass, metal, water, rock, elastic, foil, rubber.		
Key Experiences	<p>Sorting and classifying materials in a variety of ways, following and coming up with their own criteria.</p> <p>Brainstorming and forming a word bank of scientific vocabulary to describe materials (adjectives)</p> <p>Testing materials in different ways to see how they can be manipulated and changed.</p> <p>Testing materials for a purpose e.g. What is the best material for ____?</p>	Assessment	<p>Y2 assessment from rising stars. Use with Y1 in smaller groups to check understanding of the format.</p> <p>Formative assessment of discussions whilst exploring, asking questions, sorting and recording.</p> <p>Drawings and labels made and written.</p> <p>Explanations of materials and their uses.</p>

Our curriculum has been designed to include key vocabulary for each area and topic of learning. This vocabulary is read, taught, used and experienced within learning every day. This ensures our children can engage with high quality texts and online research on topic work and builds their sight word knowledge and use of vocabulary.

An example curriculum organiser for science includes all the vocabulary specific to that topic. These are found in books, teaching displays, daily teaching resources and slides.

EYFS: Pre-reading

Print Awareness	Sounds of Speech	Phonemic Awareness
Children who have an awareness of print understand that the squiggly lines on a page represent spoken language.	To understand a spoken language, a child must be able to hear and distinguish the sounds that make up the language.	Phonemic awareness is the ability to notice, think about, and work with the individual sounds in spoken words.
Phonics and Decoding	Fluency	Vocabulary
Children's reading development is dependent on their understanding of the alphabetic principle – the idea that letters and letter patterns represent the sounds of spoken language.	Fluency is the ability to read a text accurately, quickly, and with expression. Fluency is important because it provides a bridge between word recognition and comprehension.	Vocabulary plays an important part in learning to read. Beginning readers must use the words they hear orally to make sense of the words they see in print.

Bug Club Phonics

- At Mendlesham, we use a programme called Bug Club to support the delivery of Phonics which is the product of extensive research on the best way to teach children how to read.
- Bug Club is introduced in the very first weeks of Reception to ensure that children make swift and rapid progress, continuing through Year 1. It teaches children to read by synthesising phonemes (sounds) with graphemes (written letters) and blending them together to read words consistent with their developing phonic knowledge.
- Daily formative assessment ensures that next step learning needs are identified and addressed immediately to ensure excellent progress. Staff liaise across classes and year groups to discuss progress and to share good practice.
- Children practise and consolidate their learning by reading books that are finely-levelled, ensuring that they read books at exactly the right level for them. An online version for every printed title, in addition to interactive games, is also allocated with a personalised website for each child.
- Books offer parents suggestions to support and extend their children's learning and understanding.

Talk for writing



- Children learn to internalise and retell stories and non fiction texts in English teaching sessions.
- A text will form part of class learning for at least two weeks in which we learn, practise and present the text.
- We use story language and key vocabulary to rehearse our writing. Reading and appraising different texts and identifying different features.
- This forms part of their writing process and ensures they build a repertoire of stories, poetry and non-fiction texts.
- This process is an immersive experience into different text types and provides the pupils with a real feeling of being an expert storyteller, reporter etc.

Daily Supported Reading

- At Mendlesham, we use a programme called Daily Supported Reading (DSR), created by Hackney Learning Trust.
- DSR is a reading programme designed for developing reading fluency. It is introduced in Reception and continues through Year 1 and if needed, into Years 2 and 3. DSR provides further opportunities for children to read with an adult and to focus on their next step learning needs. It ensures that all children make excellent progress with reading and where issues are identified, they are responded to swiftly.
- Children learn in ability groups. Each group reads with a trained adult and completes follow up activities based on their reading and comprehension of the text. These include building and then writing words and sentences. Children work on 2 books each week, which means they are exposed to 70+ texts across the year, pitched to each child's independent reading level.
- Sessions are consistent as adults are supported with scripts. Children read with a range of adults over the year and move groups/levels when ready.
- DSR uses PM books and we have extended this with a range of well-known sets including Oxford Reading Tree & familiar picture books, which have been book band assessed.

Destination Reader

During KS1 or early KS2, children progress to Destination Reader, where three key learning behaviours that foster engagement and independence are developed:

- Supporting and actively listening to others
- Discussing and explaining ideas
- Taking responsibility for own/group's learning

Once learning behaviours have been embedded, children learn key reading strategies, which help them deepen their understanding of the text:

- Predicting
- Evaluating
- Summarising
- Inferring
- Clarifying
- Asking questions
- Making connections



Recording Reading Responses

- Children record their responses to what they have read and discussed. They are provided with sentence stems, which link to each strategy, to increase confidence.
- “I spies” are recorded by adults to capture learning for each strategy and KS2 children also record self-reflections, or “selfies”. Children are given feedback on their reflections and are able to ‘up level’ them.
- A ‘big picture’ comprehension task is completed each Friday. These cover the strategies children have learnt thus far. Children experience a range of question types and learn to unpick misconceptions alongside their teacher.

Assessment

- Formal (summative) reading assessments called Benchmarking happens for younger children twice a year or more frequently as necessary.
- Informal (formative) assessments using teacher judgements occur daily and weekly.
- All children are tracked each half term by use of book bands. This is based on teacher judgements and PIRA and PIXL assessment data.
- Once the children read past the book band levels they will discuss their reading abilities and preferences with adults in order to select “free reader” books.

Reading Experiences

Reading across the curriculum	Reading for pleasure: books that extend children's vocabulary
Storytelling (both in school and external visitors)	Whole class reading, variety of texts including fiction, non-fiction, instructional and poetry.
World Book Day	Peer reading
Author and illustrator visits	Class reading challenges
Reading across the age ranges	Active learn online reading books
Book fair	Fiction and Non-Fiction provision in class (books rotated and chosen for topic links)

Celebrating Reading

- In class reading challenges and competitions
- Tickets and tokens rewarded in class
- Certificates in assemblies
- School/home success sharing
- Shared reading with peers across the school
- Visitors to school to share in reading
- Whole class sharing of books, read for pleasure.

Pupil Voice

- *I like the pictures in our story books- A Key Stage 1 child (DSR books).*
- *I like that we use different types of text in Destination Reader- A Key Stage 1 child.*
- *I know more words now, we use different vocabulary- A Key Stage 1 child.*
- *I enjoy learning from the information texts that we use in Destination Reader- A Key Stage 2 child.*
- *I like that we all read the same book together and get to talk about it afterwards- A Key Stage 2 child.*