



HJS GUIDE TO TEACHING READING

A consistent approach

MARCH 2023

READING CULTURE

At HJS we strive to ensure children:

- improve fluency – **children who are not yet fluent (able to read quickly, accurately and with expression) read in a group at least once a week with the class teacher, support staff or volunteers.**
- develop a habit of reading – **quiet reading time of at least fifteen minutes is given each day.**
- read for pleasure – each class has a selection of books both fiction and non-fiction including our 'Recommended Reads', covering a range of styles. **We have copies of these in each classroom which children are encouraged to read and may borrow.**
- understand what they read – **English lessons include explicit teaching and assessment of comprehension skills.** These skills are reinforced when reading texts in other subjects.

Even when they are fluent readers, we still encourage children to read out loud to someone at home and to engage in discussion about what they read.

- In Years 3, 4 and 5, all children have a reading journal in which we encourage parents and carers to comment on their reading at home. Teachers check these regularly. We expect children to read out loud to someone at home at least three times a week.
- In Year 6, children keep a record of the books they have read. The Reading Challenge provides an incentive to increase their pace and broaden their range of reading.

PLANNING AND DELIVERY

Year groups plan together with one teacher from each year group planning English for the whole year group. It is then the class teachers' responsibility to adapt these plans for the needs of the children in their class.

Each unit of learning in English lessons includes opportunities for teaching reading and writing. The reading element will include using a set text, or example texts related to the topic, and reading it together before answering questions. As a class, children will be taught how to use different strategies to develop comprehension skills. This might be done as a whole class, in pairs or within guided reading sessions with targeted pupils.

Whole class English lessons introduce children to a wide variety of texts in fiction and non-fiction genres. Teachers use shared examples to highlight stylistic features and to draw attention to powerful use of vocabulary and grammar.

Through careful questioning, children demonstrate their understanding orally in groups or pairs and also by recording their answers individually. In other subjects, children are given texts where they can practise the comprehension skills they have learnt and develop further reading skills by researching a topic using books and the internet.

Resources for the teaching of comprehension and inference skills are available in the Workroom area and the Hub. Although we do not prescribe a specific scheme, we recommend resources from [The Literacy Shed](#) and [Hamilton Trust](#).

The teaching of reading encompasses many forms:

- listening to the class teacher reading a book
- reading a whole class text together
- guided reading or reciprocal reading groups
- whole class reading comprehension lessons
- reading one to one with the class teacher, support staff or volunteers.

Children also spend time quietly reading to themselves on a daily basis. Pupils are given the opportunity to discover a range of reading material throughout the curriculum, including topic-based literature and research using the internet

- All teachers should be reading a book to the class at least three times a week.
- Children are given at least 15 minutes quiet independent reading time every day, usually after lunch.
- Teachers are expected to read with individual children or a group during quiet reading time on at least two days each week.
- Teachers are expected to have listened to all children in their class reading once a term.
- Reading Volunteers are recruited, vetted and trained by the headteacher. They visit once weekly and are allocated to the year groups or classes identified as having the most need.

SUPPORT

Pupils in need of support are targeted for structured intervention, planned after discussion between the class teacher and SEN team. It may be in the form of:

- reading on a more regular basis with the class teacher/other member of staff/volunteer
- using Nesy.
- learning in a small group using Rapid Reading to increase progress with LSA in classroom.
- precision teaching - short one to one phonics/high frequency words sessions with a member of staff.
- BR&P intervention on a one to one basis, led by a trained LSA, with targeted pupils.
- targeted reading comprehension in a small group with teacher/LSA.
- peer support, partner class reading or older reading buddies.

Teachers monitor children's reading habits by checking reading records and discussing with children during quiet reading and pupil conferencing. Children are guided in their choice of reading and encouraged to challenge themselves to read more complex texts.

Children are encouraged to discuss their reading in groups, in conferencing and with the whole class. They are encouraged to write reviews and make recommendations

PRESENTATION

Reading comprehension is recorded in English books and in practice test papers. Children are taught how to answer test questions as this becomes more complex from year 3 to year 6. Children are expected to write neatly and legibly.

ASSESSMENT AND FEEDBACK

Formal assessments take place when pupils join our school, using NGRT, YARC and Vernon tests for reading accuracy, reading comprehension and spelling. These results are entered in Insight.

All children in Years 3, 4 and 5 are assessed using the NGRT test at the end of the year to provide an age standardized score to assist with teacher assessment. All children also use QCA or Testbase reading comprehension tests in the summer term. These tests can be used by teachers and by subject leaders to identify common areas of strength and weakness.

Class teachers may also make ongoing assessments by using running records (three times yearly) during pupil conferencing with targeted pupils. Whole class assessments are repeated at the end of the school year.

Children self assess their reading comprehension exercises using a 'circle of understanding', sometimes adding a comment on what they found difficult.

Teachers assess children with targeted questioning during whole class teaching; checking written answers in books to gauge if children have understood or if they have been able to answer enough questions in sufficient depth and by checking children's self assessment.

PHONICS/DECODING

Most children arrive at HJS with age-appropriate phonics knowledge and decoding skills. These continue to be developed in spelling lessons using the Read, Write Inc spelling scheme. For those who have not yet achieved their phonics knowledge, these children are assessed by the SEN team using a phonics assessment and Nessy. They are then able to learn phonics using the Nessy programme which they can also use at home.

BOOK BANDS

Children who are not yet fluent readers are assessed and allocated to a book band. They are guided in their choice of reading book by the teacher. The book band is recorded on Insight using the Enter Data/School Assessments/Book Bands marksheet in the autumn term. If a child advances a level during a term, the band can be updated on Insight. The Insight record is updated for all children on book bands in the spring and summer terms, even if they have not moved up a level.

All Year 3 and 4 classes have a selection of colour banded books in their class library. Year 5 and 6 classes should make sure that their class library includes a selection of books that are accessible to less fluent readers. Additional banded books if needed are available in the Hub.

RECOMMENDED READING LISTS

[Recommended Reads](#) are intended as a guide to parents and teachers to suitable reading material for a child of a similar age/year group. They introduce parents and children to new authors as well as ones that have become well regarded for the intended age group and include examples of both fiction and non-fiction. Some books will be an easier read, others more challenging. Some have a higher interest age than reading age. It is not expected that every child will be able to access all the Recommended Reads themselves and parents are asked to read a book to their child if they are unable to read it themselves.

Teachers have two copies of each title in their class libraries. Children take these on loan; the teacher oversees and guides their choices and the regularity with which they are borrowing them. **All children are expected to read, or have read to them, at least three books from the Recommended Reads each year.**

The lists of Recommended Reads are reviewed regularly. New books are added on the basis of recommendation from teachers or colleagues. We endeavour to ensure that books on the list contain characters that represent the diversity of the population and stories that have relevance to children from different cultural backgrounds. A sense of belonging is fostered when children can see themselves reflected in the range of literature that they read.

HOMEWORK

Children should read at least three times a week at home. It is recommended they read aloud to a parent to discuss what they are reading and check their understanding. Recommended reads are listed in the Homework section on the website.

[A guide for parents can be found on the school website.](#)

LIBRARY

Volunteers are recruited from the parent community to help run the library. The library opens twice weekly at lunchtimes. Children in Years 5 and 6 are trained as librarians to support the use of the library. Children may borrow up to 2 books at a time from the library.

The library is available in the mornings for classes to use. Teachers should take their class regularly to the library and teach them how to find fiction and non-fiction books.

RESOURCES

- Improving Reading Comprehension and Enjoyment – Inference file to assess specific inference and prediction skills.
- PM Benchmark Kit – assessment resource for emergent – 12 years reading age.
- [The Literacy Shed](#) and [Hamilton Trust](#).
- [Nessy](#)