

Reading Handbook



Salford Priors C of E Academy
June 2024

Reading at Salford Priors C of E Academy

At Salford Priors C of E Academy, the teaching of Reading is a **key priority**. Teachers focus on the teaching of Reading, with the core aim being that **all** children become confident and fluent readers who enjoy reading, both in and out of school.

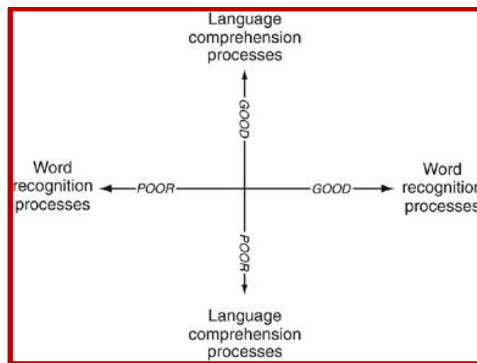
Our Reading Curriculum

Our Reading Curriculum is designed to develop children's skills in both dimensions of Reading:

- Word Reading
- Comprehension

This is based on two models of Reading:

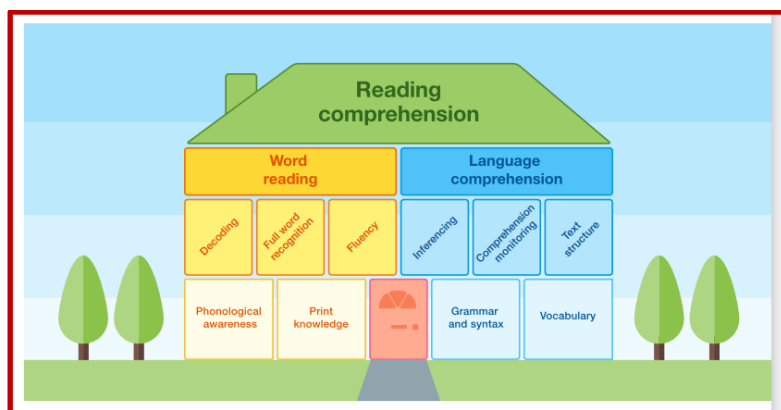
a) The Simple View of Reading:



Simple View of Reading, Gough & Tunmer 1986

DfE The Reading Framework 2023

b) EEF The Reading House:



EEF Improving Literacy in KS2

Adapted from Hogan, Bridges, Justice & Cain 2011

Word Reading

Skilled word reading involves reading unfamiliar words by saying the sounds corresponding to the letters in the words and then blending them together – decoding – and reading familiar words accurately and silently ‘at a glance’. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. Phonics is the primary approach used to teach children these essential skills at Salford Priors, using the validated DfE programme *Little Wandle Letters and Sounds Revised*.

Comprehension

Comprehension refers to “the way in which we make sense of words, sentences and the wider language we hear or read.” (DfE *The Reading Framework* July 2023). Good comprehension draws from linguistic knowledge, in particular of vocabulary and grammar, and on knowledge of the world. Comprehension skills are developed through children’s experience of high-quality talk with teachers and other adults, as well as from reading and discussing a wide range of high-quality texts, including stories, poetry and non-fiction, written by a range of British and World authors and poets.

Reading comprehension relies on both knowledge and processes working together:

- Background knowledge
- Knowledge of vocabulary (breadth and depth)
- Understanding sentences
- Using text structure
- Activating meaning
- Making inferences
- Comprehension monitoring.

Developing children’s comprehension is a focus throughout the Reading curriculum.

Teaching Approaches and Strategies

As stated in DfE *The Reading Framework* “Word reading and language comprehension require different sorts of teaching.”

In place is a rigorous and sequential approach to the teaching of Reading, with a variety of teaching approaches and strategies combining to develop children’s fluency, confidence and enjoyment in reading.

Reading is taught using a variety of pedagogical approaches / strategies:






Phonics

Phonics is taught using the DfE validated systematic synthetic phonics programme *Little Wandle Letters and Sounds Revised*. Children take part in daily phonics lessons in Reception and Key Stage 1, systematically developing their knowledge of grapheme-phoneme correspondences (GPCs), blending and segmenting, following the progression route within the programme.



Daily phonics lessons follow the teaching sequence from the *Little Wandle* programme:

	Revisit and review
	Teach and practise
	Practise and apply

Revisit and review:

During this part of the sequence, the programme:

- Activates prior knowledge
- Gets the children ready for new learning and reduce cognitive load
- Develops fluent reading
- Supports orthographic mapping (the transference of the sounds and words that have been learned into the orthographic store, which leads to automaticity).

Teach and practise:

During this part of the sequence, there is explicit teaching of a new GPC. The programme teaches:

1. Pronunciation of the phoneme
2. A new grapheme (and the mnemonic or catchphrase)
3. How to orally blend with the new GPC
4. How to blend and read words with the new GPC
5. How to read a new tricky word.

Practise and apply:

During this part of the sequence, the programme allows time for children to:

- Practise and apply the new knowledge from the 'teach' part of the lesson
- Read a caption/sentence which often contains words with the new GPC and often the new tricky word
- Practise spelling words with the new GPC or the new tricky word.

Captions and sentences are only made up of GPCs and tricky words that the children have been taught up to that point in the programme.

In Key Stage 2, children who need phonics provision access the *Little Wandle* catch-up programme.

Little Wandle Reading sessions (EYFS/KS1)

In addition, to daily phonics lessons, all children in EYFS/Key Stage 1 access three Reading sessions each week.

Reading sessions use fully decodable texts from the *Little Wandle* programme that are matched to the progression sequence. Reading books are organised in the same phases of the programme:



- *Little Wandle* FS
- *Little Wandle* Phase 1
- *Little Wandle* Phase 2
- *Little Wandle* Phase 3
- *Little Wandle* Phase 4
- *Little Wandle* Phase 5

Each reading session focuses on a different reading skill, following the same approach each week:

1. Decoding the text
2. Prosody – reading with meaning, stress and intonation
3. Comprehension – understanding the text.

All reading sessions follow the same structure:

Pre-read, Revisit & Review:

- Revise the graphemes
- Practise reading fluently at least four words from the book
- Revise the tricky words in the book
- Teach the meaning of any unfamiliar vocabulary.

Practise & Apply:

- Practise reading skills of decoding, prosody or comprehension

Review:

- Pacey review of any misconceptions
- Explain what is expected for home reading.

Children take home the book they have read within the sessions to practise at home the following week.

Once children in KS1 have completed the *Little Wandle* programme, these reading sessions continue, with more challenging texts matched to subsequent book bands:

Purple

Gold

White

Lime

Additionally, the reading scheme *Complete Comprehension* is used to provide suggested texts and key questions for teachers to use. This is described below in the KS2 reading section.

Shared Reading sessions (KS2)

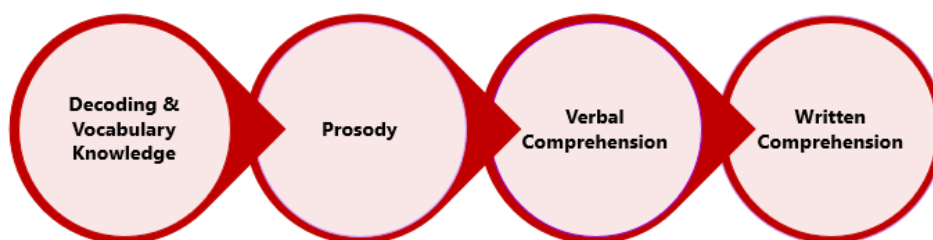
In Key Stage 2, children take part in four Shared Reading sessions each week, building on their Reading knowledge and skills from Key Stage 1. To ensure experience of a range of text types and authors, whilst engaging with class texts for reading fluency, comprehension and writing stimuli, the 4 sessions are assigned as follows:

- 1) Decoding & Vocabulary Knowledge; Fluency and Prosody (*Complete Comprehension Resource*)
- 2) Verbal and Written Comprehension (*Complete Comprehension Resource*)
- 3) Decoding & Vocabulary Knowledge; Fluency and Prosody (*Class Text*)
- 4) Verbal and Written Comprehension (*Class Text*)

The reading scheme *Complete Comprehension* is used to provide suggested texts and key questions for teachers to use when planning their reading teaching in Key Stage 2. Materials from the scheme are tailored to match the school's teaching sequence for reading and are used in sessions (1) and (2). The focus skills are then mirrored and applied to the class text in sessions (3) and (4).



The reading skills, following the same teaching sequence as the *Little Wandle* programme, with the addition of written comprehension outcomes:



- a) Decoding & Vocabulary Knowledge
- b) Prosody – reading with meaning, stress and intonation
- c) Verbal Comprehension – deeper understanding of the text
- d) Written Comprehension – recording answers to demonstrate understanding of the text.

a) Decoding & Vocabulary Knowledge

- Pre-teach new vocabulary
- Develop background knowledge
- Initial read – decoding strategies in action
- Basic understanding of the text.

b) Prosody

- Prosody focus – re-read and build fluency
- Discuss and annotate – solid understanding of the text.

c) Verbal Comprehension

- Re-read
- Deepen understanding through modelling & discussion
- Focus on key questions

d) Written Comprehension

- Record comprehension, demonstrating understanding
- Content domains as focus – single or multiple areas (includes retrieval, summarising, inference, prediction, comparison, relationship, and word choice).

Texts for Shared Reading (*Compete Comprehension Scheme and Class Texts*) include a broad range of fiction, non-fiction and poetry and are closely matched to the children's overall reading abilities within a class. The teacher takes a lead in modelling and sharing the reading, supporting the co-construction of comprehension. The teacher supports children to demonstrate their comprehension in answers to written questions.

English Lessons

Reading is a core part of the teaching sequence used within English lessons and the children access core texts that include a variety of authors and genres. Comprehension knowledge and skills are applied to texts within reading, building knowledge to support writing outcomes. A two-year cycle of texts is used within English lessons.

Story Time

Children take part in regular story time sessions, where adults share a range of age-appropriate texts including traditional tales, classic and contemporary stories, non-fiction texts and poetry. Texts are chosen by the children using a voting system and give opportunity for teachers to read to children, to build a love of storytelling.

As children move through the school, children are introduced to longer texts, including short chapter books, then novels by significant authors. Across each year, some texts are matched to English curriculum texts, whilst others are discrete. Texts are read to children by adults who model fluency and expression and use skilful questioning to ensure understanding.

Home Reading

In Reception and Key Stage 1, children take home two home reading books per week.

One book comes from the validated phonics programme, *Little Wandle Letters and Sounds Revised*. This book is fully decodable and is an exact match to the children's taught phonic knowledge. Children will have prior experience of reading the book during their three Reading sessions before they take this book home to practise their reading. Children will be able to read these books fully independently.

NB – Once children have completed the *Little Wandle* programme, the above model continues, with books progressing to appropriate book bands and texts that are highly, but not fully, decodable.

The other book children take home is a 'Sharing Book', a picture book or other text from the school library, which is shared with an adult at home, for example as a bedtime book.

In Key Stage 2, children take home a banded book from a band that is matched to their reading ability. These books are changed as and when appropriate. Once children are secure with Lime band, children move through bands approximately annually, ensuring they have read a broad range of texts and authors within each band and are confident with both the word reading and comprehension of texts at each band.

Children in Key Stage 2 who are still receiving phonics teaching take home a book from the *Little Wandle* books for children age 7+ so they can practise their reading with an age- and stage-appropriate text.

The expectation is that children read a minimum of three times a week at home. Home Reading is recorded in the children's Reading Record. Home Reading is monitored by school adults weekly and followed up where this is not happening.

A Guide to Book Bands

Colour Band	Age-related expectations
<i>Little Wandle</i> Foundation	
<i>Little Wandle</i> Phase 2	
<i>Little Wandle</i> Phase 3	ARE – Reception
<i>Little Wandle</i> Phase 4	
<i>Little Wandle</i> Phase 5	ARE – Year 1
Orange *	Bridging to less than 100% decodable texts
Turquoise	
Purple	<i>Greater Depth</i> – Year 1
Gold	ARE – Year 2
White	
Lime	<i>Greater Depth</i> – Year 2 / early Year 3
Copper	Year 3
Silver	Year 4
Sapphire	Year 5
Ruby	Year 6
Onyx	<i>Greater Depth</i> – Year 6 / <i>Transition to Year 7</i>