

# Springdale Reading



***“If we can read and write, we can do anything!”***

## **Our Intent**

At Springdale, reading is at the heart of our curriculum. We believe the greatest gift we can give our learners is the love of reading. We therefore strive to ensure that every child leaves us not only with the ability to read easily, fluently and with good understanding, but with a real passion for books and love of reading. We want them to read for pleasure, having had access to a wide range of text types, genres, and authors with the ability to make informed opinions about their favourite texts. We want our children to read with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flare. We expose our children to a wide range of vocabulary so they can decipher new words and use them when speaking both informally and formally. We aim for our children to apply their reading skills across all areas of the curriculum. We believe that learning to read is one of the most important skills that any child will learn whilst at school. Everything else depends on it, so we put all our effort into making sure that every single child learns to read and then applies this to writing through meaningful everyday activities.

## **Springdale's Curriculum aims to:**

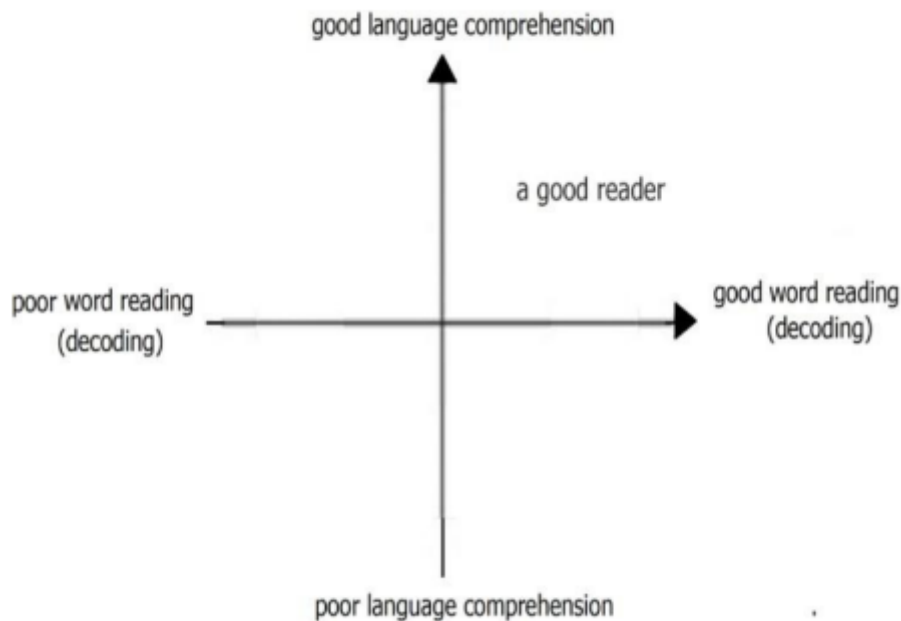
1. Develop positive attitudes to reading that ensure reading is an enjoyable and meaningful experience.
2. Use reading as a fundamental part of all curriculum planning and development as a tool to acquire information.
3. Develop a range of reading strategies that allow children to tackle reading problems and the wider curriculum with confidence.
4. Read and respond to a variety of texts, whilst developing an increased level of fluency and independence.
5. Broaden their vocabulary, acquire an understanding of grammar and knowledge of language
6. Use oracy to explore, listen to, challenge and build upon others' ideas.

## **Our Approach**

We start teaching children to read as soon as they start school in Reception. One of the ways in which we do this is through our phonics programme as well as through word recognition, rhyme and context. Once children are secure in the first set of Phase 2 sounds (satpin), they will begin to take a colour banded book home, with words in. These have been matched closely to the child's phonic knowledge and we aim to make sure that this book is fully decodable for them. These books will gradually get harder as they increase their phonic knowledge and progress through the school. However, learning to read is about more than just learning to blend sounds together. It's about understanding what is happening in the text, developing a reader's voice, using inference to work out what a character means and making links across texts. Whilst building fluency is crucial to reading success, developing the children's comprehension skills is equally important. We believe that high quality literature is key to motivating children to read and instilling in children a love of language. In school, we aim to develop a child's comprehension skills and love of reading through our VIPERS approach (see Comprehension section)

## **The Simple View of Reading**

At Springdale, we believe that reading is a product of decoding and comprehension. Please see below:



## **Language comprehension**

This is the way in which we make sense of words, sentences and wider language that is heard or read. We know that language develops through interaction with others and so therefore some children start school with differing levels of language comprehension. At Springdale, we focus on children listening to, talking about and discussing different texts and the language within them.

## **Decoding**

This includes reading unfamiliar words by recognising the sounds in words and blending them (out loud or silently) to make words. For children who begin school with a poor understanding of language, being able to decode words is essential for equality, because their knowledge of language, their vocabulary and their knowledge of the world will expand rapidly when they can read for themselves.

## **Developing Talk**

At Springdale, we know that developing talk is a key way to increase children's learnt vocabulary. We know that 'young children typically gain several new words a day, acquiring new vocabulary at an astonishing rate' (Reading Framework p. 21). So we provide our children with a language-rich environment where they are able to take part in conversations, discussions and which encourages oracy throughout their school day. Spoken Language is a priority and it runs through our Reading and English curriculum. That is why we have added 'Oracy' as a key Concept in our Reading overview.

### Reading Fluently

Phonics is a key tool for developing fluency. When children have a secure understanding of letters and sounds, they are able to decode any regular word quickly and confidently. At Springdale, we adopt the synthetic phonics approach through our bespoke **Springdale Phonics** programme – letter sounds are taught individually and then applied in words. This is a systematic programme that builds on reading and spelling skills. Phonics teaching focuses on two areas – phonic knowledge and phonic skills. Phonic knowledge is about children knowing which letters and combination of letters (graphemes) make which sounds (phonemes). Phonics skills are about teaching the children how to use their knowledge for reading (blending) and for writing (segmenting). The programme teaches the sounds in an order which allows learners to quickly begin to put sounds together to read words. For example, many words can be created from the first set of taught letters, SATPIN, whereas very few could be built using the initial letters of the alphabet ABCDE. In EYFS we use a programme called Jolly Phonics, which introduces a multi-sensory approach to learning, using fun actions, stories and songs to support the children's memory.

See our 'Phonics Journey' for more information on how we implement phonics across the school.

### Reading Milestones

By the end of the academic year, we aim for our readers to have reached these milestones:

#### **EYFS – To achieve the Early Learning Goal in Word Reading:**

Children 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.

#### **To achieve the Early Learning Goal in Comprehension:**

Children 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.

*They will read yellow banded books fluently.*

**Year 1** – Pupils will be secure with the statutory requirements for Year 1 in word reading and comprehension. ***They will read orange banded books fluently.***

**Year 2** - Pupils will be secure with the statutory requirements for Year 2 in word reading and comprehension. ***They will read white banded books fluently.***

**Year 3 and 4** - Pupils will be secure with the statutory requirements in word reading and comprehension for Lower Key Stage 2. *The expected book band for the end of year 3 is brown. The expected level for the end of year 4 is grey. Children who are reading at a greater depth level will be accessing dark blue and ruby books.*

## Springdale Reading Book Band Levels of Attainment

This grid is for teachers to make an assessment on a child's level of attainment for their reading. Each reading level is aligned with our phonics programme as children should be reading books that match the phonics phase that they are currently working in.

When judging a child's reading attainment, it is important to consider the following points:

- Speed and fluency:** Reading speed is important for children to understand what they have read. If they are using their working memory to decode too many words, then this hinders their comprehension and understanding of what they are reading. Teachers need to assess children are reading confidently at the following speeds without any covert sounding out(wpm) (based on Little Wandle and Armbruster et al, 2001)
  - Rec – 40-50
  - Year 1 – 60-70+ (required to pass phonics fluency test)
  - Year 2 - 90
  - Year 3 – 100
  - Year 4 – 120
- Prosodic Reading:** Are children able to read with proper phrasing, pause structures, stress, rise and fall patterns, and all-around expressiveness.
- Comprehension:** Are children able to answer a range of VIPERS questions about the text they have read.

	Lilac	Pink A	Pink B	Red A	Red B	Yellow	Blue	Green	Orange	Turquoise	Purple	Gold	White	Lime	Brown	Brown *	Brown **	Grey	Grey *	Grey **	Dark Blue	Dark Pink	
Rec		Au	Au	Spr	Su	Exceeding																	
1					Au	Spr	Sum	Exceeding															
2									Au	Spr	Sum	Exceeding											
3													Au	Spr	Sum	Exceeding							
4																Au	Spr	Sum	Exceeding				

Any child in the lower band for Summer Term to be graded as ARE needs to be moderated by a member of SLT. This is in the best interest of the child as moving up to the following year group with an attainment level higher than their ability may mean that they will not be a focus child and not make the level of progress expected the following year. This will be then passed onto the next teacher.

This information also needs to be shared with parents so they are aware to keep reading to maintain their child's current reading level. If their child does no reading over the summer break (6 weeks) they are likely to regress in their reading and move into 'Needing Support'.





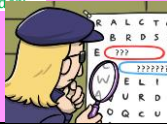


## Curriculum Threads Progression

Concepts	Components		
<b>Discussing &amp; Questioning</b> 	Asking questions	Answering questions Listening to others	Clarifying
<b>Making Links</b> 	Familiarity Connections	Similarities Differences	Experiences Unfamiliarity Themes
<b>Vocabulary</b> 	Known vocabulary New vocabulary Synonyms/antonyms	Dictionaries Repeated phrases	Predictable phrases Contexts Idioms
<b>Inference</b> 	Characters' thoughts, feelings and motivations Make deductions	Link to own experiences Draw conclusions	Characters' personality Look for clues
<b>Prediction</b> 	What has been said	Story development Events	Content
<b>Explain</b> 	Layout	Justifying	Word choices
<b>Retrieve</b> 	Information in the text Synonyms	Background information Main events	Skimming Scanning
<b>Sequencing/Summarising</b> 	Time order Key events Ordering	Headings Sub-headings	Re-enact Retell Summarising
<b>Decoding</b> 	Phonics	Word reading Accuracy	Blending
<b>Fluency</b> 	Echo reading Prosody	Automaticity Read aloud	Confidence
<b>Oracy</b> 	Physical Thoughts and Feelings	Linguistic Cognitive Social & Emotional	Discussion Analysing

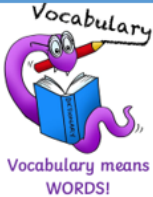
## Curriculum Threads

Whilst it is important that children develop the mechanics for reading through their acquisition of phonics, it is also crucial that they have good understanding of what they are reading.

We plan our reading comprehension questions for guided groups and shared reading using our Springdale Concepts. Each curriculum thread includes a picture prompt so that the children can dual code and refer to each one.

Concepts	Components
<p><b>Discussing &amp; Questioning</b></p> 	<p>During this concept, children will ask, answer, generate and discuss questions to a text.</p>
<p><b>Making Links</b></p> 	<p>Children will make links between stories, themes and topics. They will make links between their own lives as well as stories that are different from their own experiences</p>
<p><b>Vocabulary</b></p> 	<p>This concept refers to the language use throughout a text. Children will know that vocabulary is at the heart of comprehension and use learnt vocabulary throughout their reading and writing</p>
<p><b>Inference</b></p> 	<p>Children will make links across sentences, paragraphs, chapters, stories and other books. They will draw conclusions and make deductions</p>
<p><b>Prediction</b></p> 	<p>Children will know how to make a plausible prediction based on the key events from a text</p>
<p><b>Explain</b></p> 	<p>Children will discuss key features in a story, express their own views and explain how authorial choices impact and contribute to meaning</p>
<p><b>Retrieve</b></p> 	<p>Children will identify the key themes, topics and information from a story and answer retrieval questions based on this</p>
<p><b>Sequencing/Summarising</b></p> 	<p>Children will recognise the key information and main points in a text. They will know how to use skimming and scanning as a strategy by the end of Year 4</p>
<p><b>Decoding</b></p> 	<p>Children will decode by applying their phonics knowledge to segment, blend and comprehend words.</p>
<p><b>Fluency</b></p> 	<p>Children will know that reading fluently means to re-read for comprehension. They will read with automaticity and confidence.</p>
<p><b>Oracy</b></p> 	<p>Children will use the 4 areas of oracy (physical, cognitive, linguistic, social and emotional) to take turns, listen to and build upon others' ideas and thoughts.</p>

Here is an example of the concept 'Vocabulary' being broken down into each year group.

Reading Skills Concepts Progression					
Vocabulary	Reception	Year 1	Year 2	Year 3	Year 4
 <p>Known vocabulary</p> <p>New vocabulary</p> <p>Synonyms/antonyms</p> <p>Dictionaries</p> <p>Repeated phrases</p> <p>Predictable phrases</p> <p>Contexts</p> <p>Idioms</p>		Draw on vocabulary provided by the teacher	Draw on vocabulary provided by the teacher to answer questions on a text	Discuss the meaning of different words in context	Discuss the meaning of different words in and out of context
	Orally join in with repetitive language, rhymes and nursery rhymes.	Recognise and join in with patterns of language e.g. rhymes.	Discuss and clarify when vocabulary from a text feels familiar to known traditional tales or nursery rhymes.		
		Discuss word meanings, linking them to those already known	Identify and discuss their favourite words and phrases in a text	Use dictionaries to check the meaning of words they have read	Use dictionaries and thesauruses to check the meaning of words and look for synonyms
	Use pictures and actions to orally rehearse and learn new vocabulary.	With support, pick out key words from a text and discuss its meaning.	Pick out key storytelling words and phrases in a text (Once upon a time, suddenly, next)	Discuss words and phrases that capture the readers interest	Discuss words and phrases that capture the readers interest and adds imagination
		Recognise and joining in with predictable phrases	Recognising simple recurring literary language in stories and poetry	Understand the meaning of new words they meet	Use dictionaries to check the meaning of words that they have read
		Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	discussing and clarifying the meanings of words, linking new meanings to known vocabulary	discussing words and phrases that capture the reader's interest and imagination	
		Discussing word meanings, linking new meanings to those already known	discussing their favourite words and phrases	Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context	

The concept has been broken down into 8 key 'components':

- Known vocabulary
- New vocabulary
- Synonyms/antonyms
- Dictionaries
- Repeated phrases
- Predictable phrases
- Contexts
- Idioms

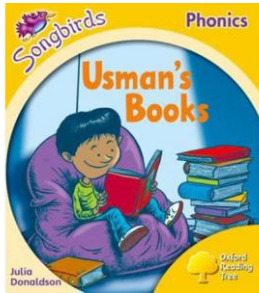
The red sentences refer back to the National Curriculum for KS1 and KS2.

The coloured threads demonstrates how each concept builds and develops across each year group.

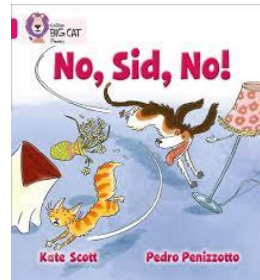
**Please refer to the 'Springdale Reading Concept Map' for a detailed breakdown of what each concept looks like in each year-group.**

## Learn to Read, Love to Read

To support our children in developing the skills to read whilst promoting a love of literature we introduced our 'Learn to Read, Love to Read' scheme. Our "Learn to Read" books match our children's phonic attainment and our "Love to Read" books foster a love of reading.



## Learn to Read



Our 'Learn to Read' books are a collection of fiction and non-fiction books that closely match the phonic attainment of our learners. They are sorted into coloured bands which follow the phonic phases outlined in our Springdale Phonics. Staff choose a book for individual learners based on their phonic attainment. The book is then read in school with an adult and then taken home to be read again for consolidation and to develop fluency. Learners are therefore only taking home books that they are confident reading. In EYFS and KS1, these books are largely made up of 'Big Cat Phonics' books whereas further up the school a selection of 'Oxford Reading Tree Project X' books are used.

## Love to Read

Our 'Love to Read' books are stored in our book corners and are freely accessible to all children throughout the day. They are sorted into categories chosen by the class eg. fiction, non-fiction, magazines, traditional tales, poems etc. The learners access the books like a library system and can change them as frequently as they wish. They choose ones that appeal to them and take them home to either share with their family or read independently, depending on the age and stage of the child.

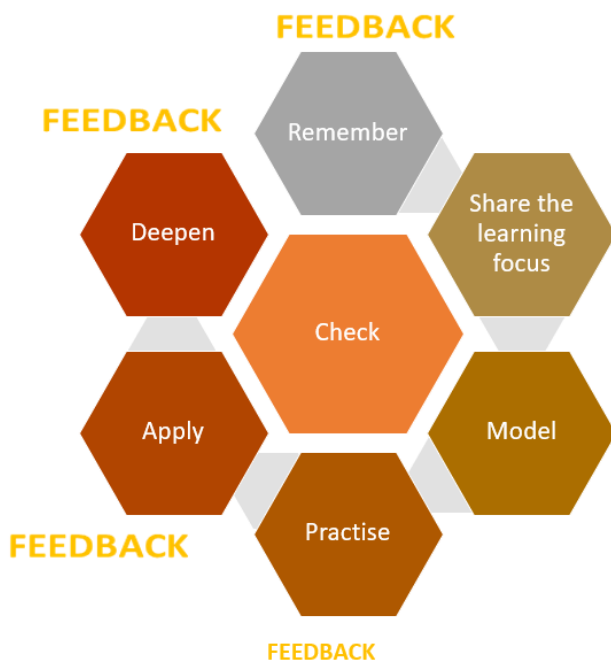


## How we teach reading

Reading is taught in a variety of ways across the school. Here are a few approaches we use:

### Lesson structure

At Springdale, our lessons reflect Rosenshein's Principle's of Instruction. Each session will begin by remembering what they have learnt previously. This could include previous texts, themes, connections, authors or characters that link to the new book. The Reading Framework promotes the use of repetition when reading a text (p. 33). Therefore, the same passage/extract/text will be used throughout the week to promote understanding.



**Lesson 1 – Model (I do):** This will be the first lesson in the sequence. During this lesson, the teacher will read through the passage that will be used. The teacher will model new vocabulary or knowledge that they will need. In KS1, this will be pre-planned vocabulary cards with dual coded pictures to add to their class Vocabulary books.

**Lesson 2 – Practice (We do):** During this lesson, the focus will be on echo reading or choral reading. Echo reading is where the teacher reads a text aloud sentence by sentence or line by line and pupils echo the teacher's reading by copying its pace, intonation and emphasis. Choral reading where pupils can be allotted different lines to practise reading together. (Reading Framework p. 64). This will help children's fluency and intonation.

**Lesson 3 – Apply (You do):** After repeating and rehearsing the extract already read, the 'apply' lesson will promote children's comprehension and understanding. This is where they have opportunities to ask and answer questions on the text. These questions will link back to one of our key Concepts and promote a depth of understanding.

**Lesson 4/5 – Deepen:** Each unit should end on a deepen lesson. This involves all children and aims to promote their love of reading. The deepen lesson could involve various different tasks, formats and views. E.g. discussing the key themes in the book, connecting the main character to another character/person they know, evaluating and discussing each other's view points of the book, whether they enjoyed the ending, if a character made the right choice etc.

## **Phonics**

Phonics teaches children the mechanics of reading and therefore is vitally important in the younger years, as children begin their reading journeys. Across EYFS and KS1, daily, discrete lessons are taught to support children in their acquisition of letters and sounds. During these sessions, there is a clear focus on blending which gives children the opportunity to apply their taught sounds in isolation and within sentences. In Year 3, Phonics is included as part of a 20-minute daily streamed spelling session as a revisit when new graphemes are taught. For children who are not at the expected standard, Phonics replaces the Year 3 spelling programme. This group is taught according to gaps in their learning and is carefully planned according to formative assessment.

## **ERIC books**

We love sharing stories at Springdale and pounce on any spare moment to grab a book. We call this 'ERIC Time' (Everyone Reading In Class). This is an uninterrupted, focussed time during the school day where teachers read aloud stories to the children. Some classes will have a chapter book that they share over a period of time. These books are chosen to help expose children to different genres and texts that they may not be able to read themselves. They immerse the learners in sophisticated vocabulary and themes, as well as captivating their hearts and minds. Other classes read shorter books, encouraging the children to make the choice from the reading corner. They are then encouraged to explain why it is they selected that particular book. In EYFS, the classes have a voting system in place. Two books are introduced at the beginning of the week for the children to vote for. The winning story is then read at the end of the week.



ERIC Time

## **Guided Reading**

Guided reading looks different from year group to year group, as a child's reading ability and level of independence is crucial to its success. In EYFS, the children do not take part in a carousel of activities. Comprehension skills are developed through whole class VIPERS sessions and decoding, and fluency skills are developed through small group reads. Every child reads a 'Learn to Read' book with an adult once a week, in a group of no more than 4. Children are read with outside the classroom, so that it is an undisturbed session.

In Year 1 and Year 2, children share an instalment of a high-quality text to start and discuss key themes and language from the book. Learners then have the opportunity to go and work independently on a variety of VIPERS style questions, whilst a group reads their 'Learn to Read' book with the teacher.

## **Topic based high quality texts**

As a school, we adopt a topic-based approach to teaching. Termly topics give opportunities to strengthen and broaden English and Mathematics skills (which are also taught in discrete sessions) and to develop and generalise knowledge and skills in all subject areas. The topic-based curriculum aims to enthuse and engage pupils in learning activities, and it provides opportunities for collective curriculum enhancements.

Texts are specifically chosen to support the topic and help children make links across the subject areas, enabling them to apply their knowledge and understanding. Prior to selecting a text, teachers study it to ensure it will both captivate the learners and encompass all the required reading skills they wish to develop. Books are chosen to familiarise the children with different genres and immerse them in rich vocabulary and story structure. These books then form the basis for English lessons, and where appropriate, cross curricular learning opportunities. For example, the traditional tale 'The Gingerbread Man' inspired our EYFS children to design and create boats to save him, follow instructions to bake a gingerbread man and write wanted posters for the cunning fox. One text can inspire a whole learning journey, developing a multitude of skills.

## **1:1 reads**

As children begin their reading journey, we aim to listen to them read individually or in very small groups. This gives them an adult's undivided attention and helps build their confidence, encouraging them to discuss the book. Reading 1:1 is beneficial for all children, but particularly for our less confident children who can find group reading a daunting task. Further up the school, teachers use assessments to identify learners who would benefit from a 1:1 read and make time for them to read more regularly, with the teacher or teaching assistant. These children also receive additional opportunity to read with volunteers in school.

## **Paired and independent reading**

In KS2, our children are becoming confident, fluent readers and begin the transition from learning to read, to reading to learn. With increased independence and flourishing reading skills, learners can access texts independently to find out information and to relax as reading becomes a source of enjoyment.

## **Reading Corners**

Every class has an enticing space where children can access their 'Love to Read' books. These books are sorted into categories which have been chosen by the children. The children can clearly see what type of genre text they are selecting and can easily make choices based on their preferences. This helps the learners to develop their voice as a reader and begin to build schemas of what books they enjoy.

The children use the reading corner like a library, they take books home from it to share with their families or enjoy independently, and then return them once read. The children are responsible for changing their 'Love to Read' books and do this as frequently as they like.

There is also time to access the reading corner during the school day. In EYFS, the reading corner is an integral part of the learner's continuous provision and children can choose to go in there throughout their Let's Explore time. In other year groups, teachers plan opportunities for children to use the reading corners throughout the week.

Reading corners are a great resource for children exploring new topics. Each class reading corner has a category of 'Topic books', both past and present. This allows the learners to retrieve new information as well as having the opportunity to consolidate and revisit past learning experiences.

Reading corners are also home to some phonic based books, so our younger children can practise their decoding skills. For our younger readers, we also add phonic based games so they can enjoy blending activities in an engaging, accessible way. For our older children, teachers will display prompt questions too for the children to think about as they are reading.

### **Home Reading**

Children are provided with a 'Learn To Read' book to take home each week. The children will have already shared the text with an adult at school. The learners are expected to read the same book again at home, to build up speed and fluency. The 'Learn to Read' books are changed at least once per week, with some children changing it twice in order to accelerate their reading. Parents are expected to comment in the child's reading record to acknowledge they have read together and to also share how the child accessed the book. Question prompts are shared with parents to support them in asking their child appropriate questions. Children also have free choice when choosing a 'Love to Read' book which they are able to change whenever they have finished reading. The 'Love to Read' books are not 'levelled' and children are able to take the lead with what they are reading.

### **Parent Partnership**

We engage with parents through parent meetings that reiterate how we teach early reading and how they can hear their child read to foster their enjoyment. Parents are informed how we teach phonics through year group meetings and 'Fun with Phonics' sessions. During these times, they are given ideas of how they can support children's phonics at home. Supporting materials e.g. sound mats are given to parents. Every child has a home/school reading log for communication with parents on their child's reading. Comprehension questions are shared with parents, in the reading log, for them to ask whilst they are reading together. Parents are then encouraged to write the child's response to the questions. We update our families on their child's reading progress through parent meetings, mini reports and annual reports.

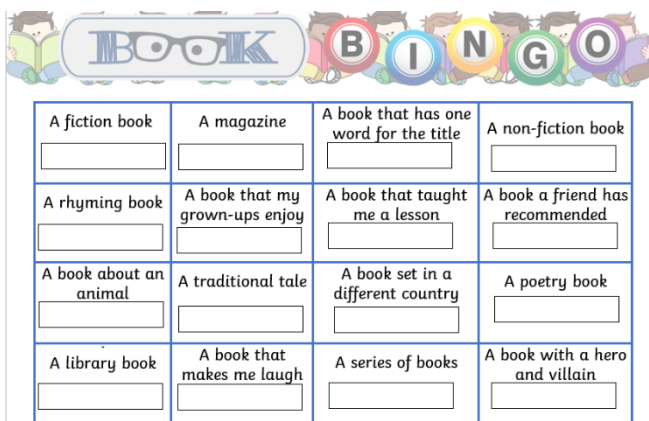
## Book Bingo

To help foster a love of literature and encourage exposure to a variety of genres, we have introduced our new whole school reading initiative, **Book Bingo**. Like the game of Bingo, the aim is to complete the board, only this board is made up of different text types and reading criteria as opposed to numbers. Once the children have read a set number of books, they will receive a raffle ticket. Their name will then go into a prize draw, which will be chosen by Miss Budden at the end of each half term. The more the children read, the more raffle tickets they will earn, the more chance they will have of winning a prize.

Every time the children complete a new line on their board, they will receive 1 raffle ticket in the draw. When the board is complete, they will receive 5 raffle tickets. Once completed, the board begins again, and the children will be expected to read different books for each genre.

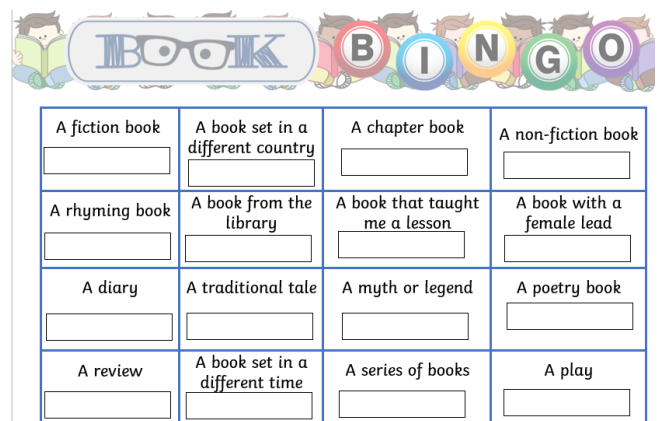
For our early readers, we appreciate that they are still developing their reading skills and will not be able to access all these texts independently. We would still love for the children to experience the different genres but appreciate these will be part of a shared story time rather than an independent read. Where possible we would love for the children to read for themselves, so choosing books (within the specified genres) at an appropriate level would be beneficial.

### KS1



A fiction book <input type="text"/>	A magazine <input type="text"/>	A book that has one word for the title <input type="text"/>	A non-fiction book <input type="text"/>
A rhyming book <input type="text"/>	A book that my grown-ups enjoy <input type="text"/>	A book that taught me a lesson <input type="text"/>	A book a friend has recommended <input type="text"/>
A book about an animal <input type="text"/>	A traditional tale <input type="text"/>	A book set in a different country <input type="text"/>	A poetry book <input type="text"/>
A library book <input type="text"/>	A book that makes me laugh <input type="text"/>	A series of books <input type="text"/>	A book with a hero and villain <input type="text"/>

### KS2



A fiction book <input type="text"/>	A book set in a different country <input type="text"/>	A chapter book <input type="text"/>	A non-fiction book <input type="text"/>
A rhyming book <input type="text"/>	A book from the library <input type="text"/>	A book that taught me a lesson <input type="text"/>	A book with a female lead <input type="text"/>
A diary <input type="text"/>	A traditional tale <input type="text"/>	A myth or legend <input type="text"/>	A poetry book <input type="text"/>
A review <input type="text"/>	A book set in a different time <input type="text"/>	A series of books <input type="text"/>	A play <input type="text"/>

## Tips for reading at home

- Read, read and read some more!
- Parents can help by listening to their child read at least three times a week. As well as supporting them with the decoding and fluency, parents can ask the shared VIPERS questions and develop their comprehension skills.
- Hearing an adult read at home is a brilliant way to inspire our learners – no matter how old the child is! Our parents are our greatest role models and hearing them read will only help our children foster a love of literature.
- Share books that the child is interested in and read together or independently.
- Ask friends for recommendations and swap books.
- Explore the world of online books.
- Visit a library to expose children to the books there and show the importance of reading.