

Core Offer

INTENT

At Over Hall, we consider ourselves a 'Reading School'. Reading is implemented into all aspects of our pupils' school experience. Our aim is that all children develop a life-long love of reading, developing the skills to read fluently and confidently in order to access all aspects of the curriculum. We aim for our pupils to understand the importance of reading not only to their school lives, but to their future lives, preparing them for further education and employment.

IMPLEMENTATION Practice is informed by the EEF's 'Improving Literacy' series, Ofsted's English Research Review and Alex Quigley's 'Closing the Reading Gap'

Teaching

- Children in Year R receive group reading sessions throughout the week, using a carefully selected book matching their current phonic ability (see Phonics diet). Children begin these sessions as and when they are able to blend.
- Children in Year 1 receive guided reading sessions throughout the week, using a carefully selected book matching their current phonic ability (see Phonics Diet).
- All children in Years R and 1 (and Year 2 when needed) receive a daily phonics session. Oral blending is a priority and is practiced daily throughout these sessions.
- All children in Year 2-6 receive a shared reading lesson daily for 30-45 minutes using Steps to Read. This takes priority every day.
- Staff select three lessons from the Steps to Read scheme of work per week, one adapted lesson from Steps to Read (to focus upon the reading strand that has been identified from assessments) and one unseen comprehension text a week.
- Every child in Key Stage 1 is listened to read daily; either through a phonics lesson, guided or shared reading session, or one-to-one read.
- Every child is listened to read at least once a week. Children who fall into the lowest 20% attainment in reading are listened to daily as a priority. The lowest 20% is reviewed regularly. Children who do not read frequently at home are also identified as a priority when reading at school.
- Children working within 1 year of their expected reading age are listened to at least twice a week as a priority.
- Teachers provide daily opportunities for children to independently read.
- Reading for pleasure is encouraged in many ways including sharing and enjoying as a class a book chosen by the children (choices guided by staff's knowledge of quality literature).
- An adult in each class checks and signs homework/reading diaries daily. All efforts are made to encourage children to read at home daily. Regular reminders are sent to parents and this is a point of discussion at Parent Consultation Evening. Children are rewarded for their efforts with Class Dojo points.

- Staff ensure high-quality texts linked to curriculum areas are available in book areas for children to use during lessons. Where appropriate, staff plan learning around these quality texts.
- Staff ensure opportunities are provided on a regular basis for children to read their own writing aloud, either independently, with a partner or to a wider audience.
- Every classroom has an inviting book area filled with high-quality texts e.g. fiction, non-fiction, newspapers, comics, graphic novels, poetry and any other books staff deem appropriate and engaging for their class.
- Regularly, all teaching staff provide a vocabulary-focused task. This is informed by, but not exclusive to: words from Read to Write or Steps to Read units, spelling words, year group-related spelling words (e.g. Year 5 & 6 spelling list), and topic-related or subject-specific words.
- Any focus vocabulary is displayed on English working walls, in word banks and sent home as part of homework.
- The following rewards are used in relation to reading: children receive a three dojo points on Class Dojo every time they read at home; children receive a silver sticker for going above and beyond in reading e.g. consistently reading five times a week over a prolonged period.
- Every class has a different focus author (Author Spotlight) every half term. This is displayed in the classroom and discussed regularly with the children.

Book Areas

Every classroom will have an inviting book area that includes:

- High-quality texts linked to curriculum areas as well as fiction books.
- Forward-facing books.
- Previously-focused texts from Steps to Read units displayed at the top.
- A reading display linked to developing a love of reading e.g. book dates.
- Author spotlight for that half term; including the author's portrait, key information, texts by that author.

Interventions

A range of reading interventions are used across the school and the use of each is assessed and determined by the staff responsible for the progress and attainment of each child.

PHONICS:

- An additional phonics session is delivered daily for children identified as requiring further support.
- Children in EYFS are placed into target groups in order that those children maintain rapid progress.
- Floppy's Phonics or Phonics International are used as a phonics intervention for those children in Key Stage 2 who have identified gaps in their phonics knowledge. The scheme used will depend on the needs of individual children (see 'Phonics at Over Hall' for details).
- Individual children in Key Stage 1 who are identified by staff as struggling in a phonics session receive 1:1/small group phonics support the same day (see 'Phonics at Over Hall' for details)

READING:

- Daily small guided reading happens throughout the year for all children in Reception and Year One.
- Daily one-to-one reading support for those children falling into the lowest 20% attainment in all year groups.
- Staff are aware of which children do not read regularly at home and these children are also a priority for one-to-one reading at school.
- Reading fluency and comprehension skills interventions are implemented through a range of resources; Shine Reading Skills, CARP, Grammarsaurus, KS2 Reading Fluency (training led by The English Hub).
- Essential vocabulary identified by teaching staff is taught prior to lessons in a pre-teach session for all children, and in smaller groups for those children identified by staff as needing this.
- A range of programmes are available for children with identified specific needs e.g. IDL, Beat Dyslexia, Launch the Lifeboat and Switch-On Reading
- Speech and Language sessions are delivered by the SENCO, SALT assistant or Teaching Assistants following individual children's SEND profile targets.

Reading using phonics as a first approach

Children are supported and encouraged to use their phonic knowledge to decode unknown words. They should not be encouraged to use pictures or other clues.

The following approach is adopted to ensure a consistent approach to staff listening to children read:

- **Pause** – If a child misreads or does not know a word, pause for a few seconds to see if they correct themselves (this could be after they have read the next word for younger children or until they have finished the sentence for older children).
- **Prompt** – Does that make sense? How can we use our phonics to segment and blend the word?
Children to identify the graphemes in the word and then practice segmenting and blending it. A sound mat can be available if needed so children can support themselves to do this. If they continue to struggle to segment and blend the word, an adult can model this by stretching the sounds until the child is able to say it correctly. For more able children, you may ask them to reread the sentence and see if they can work out the word(s) that they read incorrectly. Children to then reread the whole sentence for fluency.
- **Praise** – For finishing the sentence/ page and trying so hard.

Wider Opportunities

The following opportunities are provided for children to further develop their love of reading and reading skills:

- Reading at home is an expectation for every child and is encouraged daily by staff. This is rewarded and acknowledged through verbal praise and children are awarded three dojos on Class Dojo every time they read at home.
- Children in Reception and Key Stage One are sent home with the phonics sheet they have been working on that day to support parents with their child's phonics learning.
- Year 5 and 6 children act as 'Reading Buddies' to the Reception and Year 1 children, reading in small groups and to the whole class.
- Each class are encouraged to use their class library.
- The high-quality texts in book areas are available for children to choose to read and enjoy, including teaching books, topic books, reading for pleasure and 'author spotlight' books.
- Books for reluctant readers are available in all class book areas.
- Visits to the local library are planned regularly by teaching staff.
- Class webpages provide additional age-appropriate reading activities.
- Staff signpost children, through class webpages, to wider reading such as ebooks, audiobooks, weekly newspaper subscriptions, comics etc.
- Class assemblies and performances at special events are planned each year to provide children with the opportunity to perform in front of an audience
- 'Love of Reading' boxes are placed outside classroom doors regularly for parents and children to choose books for pleasure together. This is celebrated by staff, engaging in discussions with the child/class about the book they have read and returned.
- World Book Day is celebrated each year, with special events planned.
- Parent/Volunteer readers come into school regularly with opportunities for all year groups to benefit from this.
- Social media is used to promote reading for pleasure, for example, Reception class 'mystery reader'.
- Phonics support for parents is provided through inviting parents into school to share in their child's learning, parent meetings, videos and documents.
- Staff use a bank of reading for pleasure activities to promote reading in their class e.g. DEAR (Drop Everything And Read), reading scrapbooks and book dates.

Assessment

Children's reading is assessed in the following ways:

- Children in Reception, Year One (and Year Two who are still working on phonics) are assessed every two online books on Floppy's Phonics.
- Children in Year One (and Year Two who did not pass the PSC in Year One) are assessed regularly using previous Phonics Screening Checks.
- NTS assessments are used from year 2 upwards to assess children's reading comprehension at the end of every term.
- End of Key Stage One and end of Key Stage Two assessments (SATs).
- Year One Phonics Screening Check.
- 'Reading Assessment Counts' document is used to inform teachers' judgements and to inform planning.
- PM Benchmarking is used to assess children's reading levels once they have passed the Phonics Screening Check and have achieved Level 7 (Turquoise).
- Beyond this children's levels of comprehension & fluency are tracked using Reading Plus and/or FFT.

INTENDED IMPACT

- As a result of high quality reading teaching, children will make good progress from their starting points, achieving at least expected standards for their age with a proportion achieving greater depth. As a result of quality, timely interventions, the majority of children achieve the expected standard for their age or at least make good progress from their starting point.
- Results in national testing at the end of key stage 1 and key stage 2 will be at least in line with or above the national average. We recognise, however, that reading goes beyond statutory testing and is key to all learning, and that success will also be seen across the curriculum as they move through school.
- Children will develop a life-long love of learning and understand the importance of books to their education and beyond, with the vast majority choosing to read for enjoyment.
- Children will read for meaning and teachers will share books enthusiastically, demonstrating themselves as readers and supporting parents in supporting their children at home.
- Children will read in other subjects across the curriculum and the impact of this will be evident in their understanding within these subjects and their developing skill-set.

Reading

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Guided and Shared Reading Sessions at Over Hall

The following pages will outline the structure for reading sessions in each year group.



GUIDED READING SESSION — RECEPTION

Approx. 15 mins

To be completed by class staff for children working in Reception. The main focus of these reading sessions is using phonics as the first approach to reading, alongside building stamina for reading sentences rather than reading single words. Children will be placed in groups of approximately six for these sessions. These sessions will begin as and when pupils are able to segment and blend words with GPCs they have learnt.

One focus text will be chosen for that week's guided reading session, so children are rereading the same book over the week. This will be chosen based on their phonic level and decoding skills.

Guided reading sessions will take place once a week for children who are working 'on-track' or 'above' during phonics lessons. Guided reading sessions will take place two or three times a week for children who are working 'just below' or 'below'.

These sessions will take the following format:

- Teacher/TA to introduce the focus text (all children to have a copy of the book). Point and sweep to the title. Children to segment and blend this.
- Children spend time looking at the front cover. Teacher/TA to engage discussions about the front cover to ensure they understand the title and context of the story. Make links to their own knowledge of the world and put the story into a context in their life. (e.g. 'Snacks' book – what snacks do you like?)
- Children to make predictions about the book.
- Teacher/TA to read the blurb together as a group. Discuss this in relation to their predictions. If there are graphemes on the back of the book, point to these and children to say the phonemes. Link these GPCs back to the pictures on the flashcard (e.g. cks as in ducks)
- Teacher/TA to go through focus **vocabulary** and sounds on the inside cover of the book. Adult to segment each word and children to orally blend it. Adult repeat the whole word. (e.g. d-u-ck-s, ducks)
- Teacher/TA talk through the whole book to introduce/explain the story line (not reading word for word). As talking through the story, adult to orally segment some words for children to blend. As and when appropriate, give definitions of some (unknown) words and link to the pictures to provide context.
- Teacher/TA to look through book and find some helpful words. Point to these and ask the children to read them.
- Give each child a copy of the book. Children to read the book. Encourage them to point to the words as they are reading them. Teacher/TA to go round and listen to each child read, supporting as and when needed. Adult may need to orally blend some words to support children in segmenting and blending the word themselves. Adult can also model reading the sentence again with fluency.
- Bring the group back together. Ask questions about the text, linking to what they have read. Questions at the back of the book can inform these discussions.

Additional to the guided reading sessions:

- Children will read the same book as in their guided reading session when they are reading 1:1 with an adult or their 'reading buddy'.
- Children will take the guided reading book home the following week to reread and build fluency and comprehension of the text.

GUIDED READING SESSION — RECEPTION

Approx. 15 mins

- Children in Reception will follow this guided reading structure as and when they are able to begin blending when reading. The groups will grow throughout the year with the aim that most children will be taking part in guided reading sessions during Spring term.
- Sessions will take place daily 12:45-1pm.
- Children will be grouped by ability level (to the closest matched level).
- Individual children who may be working above their peers in their year group, can be extended through the lesson within their closest matched group.

Example timetable:

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1 Lowest 20%	Guided Reading (T)	Guided Reading (TA)	Guided Reading (T)	Opportunity to reread book during one-to-one reading or reading buddies	Opportunity to reread book during one-to-one reading or reading buddies
Group 2	Opportunity to read book during one-to-one reading or reading buddies	Guided Reading (T)	Opportunity to reread book during one-to-one reading or reading buddies	Guided Reading (T)	Guided Reading (TA)
Group 3	Guided Reading (T)	Opportunity to reread book during one-to-one reading or reading buddies	Opportunity to reread book during one-to-one reading or reading buddies	Guided Reading (TA)	Opportunity to reread book during one-to-one reading or reading buddies
Group 4 Highest attainers	Opportunity to reread book during one-to-one reading or reading buddies	Opportunity to reread book during one-to-one reading or reading buddies	Guided Reading (TA)	Opportunity to reread book during one-to-one reading or reading buddies	Opportunity to reread book during one-to-one reading or reading buddies

To be completed by class staff for children working in Year 1 or the first half term of Year 2. Staff will use professional judgement to decide which pupils may need to continue with guided reading sessions as they work through the phonics levels or year groups.

Session One—Decoding Practice (Teacher)

- Teacher/TA to introduce the focus text (all children to have a copy).
- Children spend time looking at the front cover and read the blurb together as a group. Children to make a prediction about the book.
- Teacher/TA/children to go through focus GPCs, helpful words and words containing focus GPCs on the inside cover of the book.
- Teacher/TA ask children to turn to a specific page in the book. 'Can you find a word containing the ... grapheme?' Children point to the word they find with one of the focus GPCs in. Children to read, in turn, the word they have found. Celebrate words containing focus GPC and address any misconceptions.
- 'Can you find one of our focus helpful words in the book?' Which word is it? Children to share the word they have found in turn.
- Introduce and explain any vocabulary identified in the book you think the children will not know what it means.
- Teacher/TA reads through the first couple of pages of the book, modelling how to segment and blend words as appropriate. Then model rereading the text for fluency.
- Children to independently continue reading the book using decoding skills. Adult to go round and hear each child read.
- Teacher/TA then addresses any misconceptions/ focus they have observed when listening to the children read.

Session Two—Building Fluency (TA)

- Teacher/TA to recap the focus text (all children to have a copy) - What do we know about the story so far?
- Teacher/TA/children to go through focus GPCs, helpful words and words containing focus GPCs on the inside cover of the book.
- Today's focus is on reading with fluency.
- Teacher/TA ask children to turn to a specific page in the book. Model reading with expression. Discuss use of character's voices, emphasis on key words and use of punctuation for pausing.
- Teacher/TA to read through the book. Children track along the words as the teacher/TA is reading.
- Children to independently continue reading the book using expression. Adult to go round and hear each child read.
- Teacher/TA then addresses any misconceptions/ focus they have observed when listening to the children read. This could be modelling reading the text again with fluency and expression.

Session Three—Comprehension (Additional: Teacher/TA, one-to-one, reading buddy, at home)

- Teacher/TA to recap the focus text (all children to have a copy) - What do we know about the story so far?
- Teacher/TA/children to go through focus GPCs, helpful words and words containing focus GPCs on the inside cover of the book.
- Today's focus is on comprehension (retrieval, vocabulary, summarising, inference).
- Teacher/TA to model asking a question and using the text to find the answer. Model thinking the process/skill out loud to find the answer.
- Teacher/TA ask children to turn to a specific page in the book (page relating to questions at back of book). Ask children the question. They are to find and share the answer. Repeat for all questions at the back of the book.
- Children to independently continue reading the book using expression. Adult to go round and hear each child read and monitor, correct and model as appropriate.

GUIDED READING SESSION — KEY STAGE ONE

Approx. 30 mins

- Children in Year One will follow this guided reading structure for the whole year. Children in Year Two will follow this structure for the first half term, and then move on to Steps to Read.
- Sessions will take place daily 1-1:30pm.
- Children will be grouped by ability level (to the closest matched level). Children will be placed into groups of approximately six.
- Individual children who may be working above their peers in their year group, can be extended through the lesson within their closest matched group.

Example timetable:

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1 Lowest 20%	Decoding Practice (T)	Developing Fluency (TA)	Comprehension (T/TA)	Independent activity related to the book (I)	Reading for Pleasure (I)
Group 2	Reading for Pleasure (I)	Decoding Practice (T)	Developing Fluency (TA)	Comprehension (T/TA)	Independent activity related to the book (I)
Group 3	Independent activity related to the book (I)	Reading for Pleasure (I)	Decoding Practice (T)	Developing Fluency (TA)	Comprehension (T)
Group 4 Highest attainers	Comprehension (TA) (from focus book previous Thur/Fri)	Independent activity related to the book (I)	Reading for Pleasure (I)	Decoding Practice (T)	Developing Fluency (TA)

SHARED READING SESSION — YEAR TWO AND KEY STAGE TWO

Approx. 30—45 mins

- Children in Key Stage Two will follow this shared reading structure for the whole year.
- Children in Year Two begin this in Autumn Term Two.
- Sessions will take place daily, either as a morning or as an afternoon session.
- Sessions (including planning, topics, and high-quality texts) will be informed by the Steps to Read scheme of work. Staff will adapt this to meet the needs of the class.
- Children will be taught as a whole class.
- Individual children who may be working above their peers can be extended through the lesson.
- Individual children who may be working below their peers will be identified as a focus group upon prior to the lesson taking place.
- For some children, their lessons may be adapted further to best suit their individual needs.

Monday	Tuesday	Wednesday	Thursday	Friday
Steps to Read lesson	Steps to Read lesson	Steps to Read lesson	Adapted Steps to Read lesson to focus upon reading strand identified through assessments	Unseen comprehension text (familiarity with format, structure and how to answer stand-alone comprehension texts)

READING STRANDS

The following reading strands are assessed through our NTS assessments, either termly, or half-termly.

Staff are mindful of these and ensure opportunities are planned to teach, practice and apply these skills in their reading activities.

	Vocabulary	Fiction/ non- fiction	Sequences	Inferences	Predictions	Functions of sentences	Combining words, phrases and clauses	Punctuation	Spelling
Y1	✓	✓	✓	✓	✓	✓	✓	✓	✓
Y2	✓	✓	✓	✓	✓				

	Define	Retrieve	Summarise	Infer	Explore	Identity
Y3	✓	✓	✓	✓	✓	
Y4	✓	✓	✓	✓	✓	
Y5	✓	✓	✓	✓		✓
Y6	✓	✓	✓	✓	✓	✓