



Reading Intent

Every child has the right to learn to read, regardless of social and economic circumstances, their ethnicity, home language and special educational need or disability. At Lower Meadow, it is our intent that every child will be able to read fluently and with confidence, therefore facilitating their ability to thrive in all areas of the curriculum. Both word recognition and language comprehension are essential to the success of achieving high reading standards for all children. Therefore, it is our intent that every child will access a planned and purposeful reading curriculum with specific and consistent teaching of both of these areas. The teaching of phonics underpins our reading curriculum so that all children are equipped with effective decoding skills. We encourage children to read widely and often, for both purpose and pleasure. We encourage children to be reflective readers who can respond to a wide range of texts. It is our intent not only to teach each child to read effectively, but to immerse each child in a rich and varied reading environment, and create a climate where the love of reading is promoted and valued by all. At Lower Meadow, we are relentless in our determination to create lifelong readers.



Reading Implementation

Early Reading

In Foundation Stage One, children are given opportunities to be immersed in an environment rich in print and possibilities for communication. They use Communication, Language and Literacy in every part of the curriculum and they are given opportunities to speak, listen and represent their ideas in all of their activities. Early reading behaviours are fostered through shared reading, e.g. holding a book the right way up and following text from left to right, knowing that text carries meaning, identifying the characters in the story, recognising signs and symbols in environmental print. The focus is on developing curiosity and enthusiasm about print through shared reading activities. In Summer Term, all children will then begin their RWI lessons.

In Foundation Stage 2, we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding. 2 Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves. Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently.

Our children learn to read and write effectively and quickly using the Read Write Inc. Phonics programme. They progress onto Read Write Inc. Literacy and Language and Read Write Inc. Spelling once they can read with accuracy and speed. Read Write Inc. Phonics The programme is for:

- Children in Year R to Year 2 who are learning to read and write
- Any child in Years 2, 3 and 4 who need to catch up rapidly
- Struggling readers in Years 5 and 6 follow Read Write Inc. Fresh Start. In Read Write Inc.

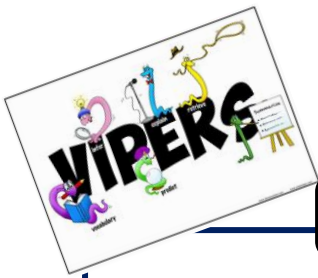
Phonics children:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

In addition, we teach children to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as children's poor articulation, or problems with blending or alphabetic code knowledge. We group children homogeneously, according to their progress in reading rather than their writing. This is because it is known that children's progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed. We make sure they write every day. Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean. Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

Phonics Key Rings

After children have had their first baseline, children should have their phonics key rings set up. These phonics key rings are to be attached to their book bags and taken home on a daily basis. This key ring contains the sounds that the children know and enables them to take them home and continue to practice and embed these sounds.



Whole Class Reading

Once children are off the RWI programme, they are then moved onto our VIPERS reading sessions. VIPERS reading lessons take place every day for 30 minutes. Within these sessions, teachers model reading strategies during shared whole class reading sessions. These involve high quality texts which are read to or with the children and provide an opportunity to teach children specific reading skills. Questions are planned by teachers in advance to help children access a range of skills to help them to develop a greater understanding of a range of both fiction and non-fiction reading materials. In Key Stage Two this takes the form of 'VIPERS' – Vocabulary, Inference, Prediction, Explain, Retrieval and Sequencing. These skills help to widen children's vocabulary and develop their levels of comprehension.

Extracts are carefully chosen to ensure that they link to our curriculum. As a result, this ensures that children are having regular opportunities within their reading sessions to consolidate their background knowledge thus supporting them to focus on the reading skills being taught.







Knowledge as Velcro

Cognitive scientists have known for decades, the most important factor in reading comprehension is not generally applicable skills like finding the main idea — it's how much knowledge and vocabulary the reader has.

—Natalie Wexler, author of *The Knowledge Gap*

The image shows a close-up of blue Velcro fabric. In the top right corner, there is a small image of the book cover for 'The Knowledge Gap' by Natalie Wexler. The cover is blue and white, with the title 'The Knowledge Gap' in large white letters. Below the title, it says 'THE HIDDEN CAUSE OF AMERICA'S BROKEN EDUCATION SYSTEM — AND HOW TO FIX IT' and 'Natalie Wexler'.

Question Stems

Vocabulary	Infer	Predict	Explain	Retrieve	Summarise
Find and explain the meaning of words in context. 	Make and justify inferences using evidence from the text. 	Predict what will happen based from the details given or implied. 	Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience. 	Retrieve and record information and identify key details from fiction and non-fiction. 	Summarise the main ideas from more than one paragraph. 
Example questions <ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... 	Example questions <ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story? 	Example questions <ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. 	Example questions <ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked? 	Example questions <ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...? • What happened to...? • What does.... do? • How is • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective? 	Example questions <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story?

Independent Reading

At Lower Meadow, every child is heard read individually by an adult at least once a week in school. The frequency is dependent on the child's attainment and engagement with reading at home. During these individual reading sessions, class teachers will listen to a child read either a RWI book or a personal choice book if a child is a free reader. Every child has a reading record/diary which they take home every night. All adults encourage children to decipher unknown texts for themselves, using strategies taught in class.

Story Time

We know that future success is linked directly to a broad vocabulary, love of reading and ability to communicate effectively through text. We want our children to have the opportunity to escape with a good book and thus set in place positive reading habits to last a lifetime. To promote a love a literature every class takes part in a daily story time. To ensure it remains a priority within our Academy day, story time takes place at 11:45 every day for all year groups from year 1 to year 6. During this time, teachers read aloud a high quality text, modelling using expression and intonation while using props and story sacks to bring stories to life.



