



Reading Teaching and Learning Guide

Intent

At Drybrook Primary, we recognize that reading is essential for accessing the curriculum and beyond. Our goal is to ensure that all students can read fluently and confidently in any subject. By encouraging extensive reading across fiction, non-fiction, and poetry, we aim to impart knowledge to children about themselves and the world they live in. We strive to instil a love for reading, acquire knowledge, provide access to a broader curriculum, and develop comprehension skills.

By exposing students to vocabulary-rich, age-appropriate materials, they have the opportunity to grow culturally, emotionally, intellectually, socially, and spiritually. We highly value reading as a fundamental life skill and are dedicated to nurturing lifelong readers.

Implementation

Early Years – KS1 – Phonics

Drybrook follows an inclusive pedagogy, employing whole-class reading in Key Stage 2 and implementing the Read Write Inc Phonics program in Early Years and Key Stage 1.

From Nursery to Year 2, students are taught to read using phonetically decodable books that align with their phonics instruction through Ruth Miskin's Read Write Inc. Read Write Inc is a comprehensive phonics literacy program designed to help all children read fluently and quickly, enabling them to concentrate on enhancing their comprehension, vocabulary, and spelling skills. Students have opportunities to apply their phonics knowledge throughout the day and across the curriculum in speaking, reading, and writing.

Phonics instruction takes place daily from 9 am to 9:45 am for students from Reception to Key Stage 1. Children are grouped according to their phonics stage, although some students beyond Year 2 may also participate in the program based on their stage, not their age.

In Early Years, children are introduced to initial sounds. They progress to learning how to recognize and 'read' these sounds in words, and how to write them down. As children advance, they follow a similar format as in Early Years but work on more complex sounds and read books suited to their reading level. Once children become fluent and speedy readers, they transition to the RWI Spelling program.

In Key Stage 1, children are encouraged to take home books matched to their phonics stage, which they can read with approximately 90% fluency. They are also encouraged to visit the library to choose a 'Reading for Pleasure' book to enjoy with an adult, promoting active parental involvement in their child's development.

KS2 – Key Principles of Whole Class Guided Reading

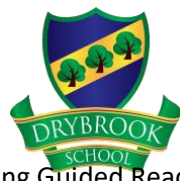
From year 3 – 6, children are taught reading daily for around 45minutes through whole class Guided Reading.

During Whole class Guided Reading, children are will read and analyse the same text and are supported through high-quality teacher modelling.



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. Here is the coverage of whole class texts used during Guided Reading 23-24.



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<p>Year 3</p>	<p>Paddington MICHAEL BOND <i>Paddington and the Grand Tour</i> Illustrated by BOB ALLEY</p> 	<p>The Monster Health Book</p> 	<p>The long lost secret diary of the world's worst tomb Hunter</p> 	<p>The BFG Roald Dahl <i>THE BFG</i> Illustrations by QUINN BLAKE</p> 	<p>Peter Pan J.M. BARRIE</p> 	<p>The Magic Box</p> 
<p>Year 4</p>	<p>Macy and the Riddle of The Sphinx <i>Poetry: The Magic Box</i></p> 	<p>The Lion The Witch and The Wardrobe <i>THE CHRONICLES OF NARNIA THE LION THE WITCH AND THE WARDROBE</i> C.S. Lewis</p> 	<p>The long lost secret diary of the worlds worst Olympic athlete <i>THE LONG-LOST SECRET DIARY OF THE WORLDS WORST OLYMPIC ATHLETE</i> Written by Tim Collins Illustrated by Isabel Lander</p> 	<p>The Iron Man Ted Hughes <i>the Iron man</i></p> 	<p>How To Train Your Dragon CRESSIDA GOWEN <i>HOW TO TRAIN YOUR DRAGON</i></p> 	<p>Holiday Adverts</p>
<p>Year 5</p>	<p>Beowulf, Grendel and the Dragon <i>Poetry: Beowulf (study of original translated) Journey</i></p>  	<p>Ice Trap <i>ICE TRAP!</i> Shackleton's Journey <i>SHACKLETON'S JOURNEY</i> William Gull Reading 111 Books</p>  	<p>Kensuke's Kingdom <i>MICHAEL MORPURGO</i> <i>Poetry: study of Tanka and motif poems</i> Visit Brazil: tourism adverts <i>Viva Brazil</i></p>  	<p><i>Poetry: The Highwayman</i> <i>THE HIGHWAYMAN</i> Alex Rider: Stormbreaker <i>ALEX RIDER STORMBREAKER</i> ANTHONY HOROWITZ</p>  	<p>The House with Chicken Legs <i>Poetry: The House On Chicken Legs by Stephanie Pratt</i></p> 	<p>Henry's Freedom Box Freedom 1783 <i>HENRY'S FREEDOM BOX</i> GORDON JOHNSON FREEDOM Hidden Figures <i>HIDDEN FIGURES</i></p>   
<p>Year 6</p>	<p>Holes LOUIS SACHAR <i>holes</i> <i>Poetry: The Lost Words</i> The British poem by</p>  	<p>The Nowhere Emporium <i>THE NOWHERE EMPORIUM</i> Tourism from Australia</p> 	<p>Letters from the lighthouse Thomas Carroll <i>LETTERS FROM THE LIGHTHOUSE</i> WW2 propaganda/ Newspapers</p> 	<p><i>Poetry: The Jabberwocky</i> <i>JABBERWOCKY</i> <i>Goldilocks on CCTV by John Agard</i> The Viewer <i>Goldilocks on CCTV</i></p>  	<p>The Declaration Gemma Maltby <i>The Declaration</i></p> 	<p>The Declaration Gemma Maltby <i>The Declaration</i></p> 



	Benjamin Zephania					
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Books studied during Guided Reading offer a range of genres and are rich in age appropriate vocabulary. Throughout the year a selection of poetry is also studied alongside a balance of fiction and non-fiction texts (including newspapers). The texts carefully selected for each year group allow the children to gain knowledge about the wider curriculum, the world they live in, promote a love of reading with a breadth of styles and ensure children develop a range of comprehension skills. On some occasions throughout the year children will read about relevant current events; for example The Women’s World Cup or The Coronation.

Guided Reading lessons are planned using the same text that are studied in daily English lessons; this allows for our pupils to be exposed to writing features and literary language that they can then use in their writing across the curriculum. Ensuring the exposure also means that all pupils can share in and contribute to discussions – everyone can develop the confidence and become inspired to talk about their books.









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Progression of Reading Skills



The skills progression document below is also used to ensure coverage of the Reading Skills are also taught. Teacher's take the skills as a focus in their skills lessons.

Year 2	AR Level	RW Phonics	Word Reading	Comprehension					
			Locate, retrieve and elaborate on information 	Use inference and deduction to make interpretations 	Understand structure, organisation and presentation 	Understand language, technique and style 	Understand themes and conventions in texts 	Compare, contrast and evaluate texts 	
			<p>Range of competencies and contexts: Children will secure accurate and speedy word reading skills and will consolidate their skills by reading and re-reading books that are matched closely to their level of word reading knowledge. They will retell some familiar stories that have been read to and discussed with them. They will listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. They will continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>						
Developmental Progression	2.5.2.9	Blues	<p>-Read silently or quietly at a more rapid pace, taking notice of punctuation and using it to keep track of longer sentences</p> <p>-Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>-Tackle unfamiliar words by blending long vowel phonemes, recognising and using them in longer and more complex words</p>	<p>Recall the main events or facts of a text with growing independence</p> <p>Make simple comments on obvious features by referring back to the text, (e.g. main character, beginning, middle and end)</p> <p>Locate pages/sections of interest (e.g. favourite characters, events or pictures)</p>	<p>Use an understanding of a variety of fiction and non-fiction to predict content, layout and story development</p> <p>Comment more fully on characters or ideas in texts, making links where appropriate to own experience, in response to teacher's questioning</p>	<p>Begin to identify and discuss the way texts are organised in a wider variety of genre (e.g. headings, chapters, or different non-fiction text formats)</p> <p>Use alphabetically ordered texts such as indexes, glossaries and dictionaries</p>	<p>With the help of the teacher, notice literary effects used by fiction writers and the formal language of different types of non-fiction</p>		<p>identify and comment on similar stories by the same author</p>
Year 3 Expectation	3.0.3.9	Grey	<p>-Read silently or quietly with fluency and expression, taking notice of punctuation and using it to keep track of longer and more complex sentences</p> <p>-Read accurately by blending the sounds in words that contain the common graphemes and alternative sounds for graphemes</p> <p>-Read accurately more complex words of two or more syllables (e.g. downstream, hideaway, comfortable)</p> <p>-Read a wider range of exception words (e.g. English Curriculum Appendix 1)</p> <p>-Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>-Read words containing common suffixes (e.g. English Curriculum Appendix 1)</p> <p>-Check that the text makes sense to them as they read, correcting inaccurate reading</p>	<p>Become increasingly familiar with and able to retell a wider range of stories, fairy stories and traditional tales</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Locate key vocabulary and specific information in fiction text to find answers to simple questions</p> <p>Locate and interpret information in non-fiction, making full use of non-fiction layout</p> <p>Show how items of information are related in non-fiction texts</p>	<p>Look through a variety of books with growing independence to predict content and story development, drawing on experience of reading similar books</p> <p>Answer and ask questions when vocabulary or meaning is not understood</p>	<p>Identify and discuss the format and text layout of fiction and poetry</p> <p>Become familiar with non-fiction books that are structured in different ways (e.g. information texts; texts with diagrams/captions)</p>	<p>Recognise simple recurring literary language in stories and poetry</p> <p>Identify words and phrases chosen for effect on the reader</p> <p>Discuss their favourite words and phrases</p>	<p>Begin to understand the purpose of different non-fiction texts (e.g. to tell you about...or to show you how...)</p> <p>Identify an event or idea in a text and express how it makes the reader feel</p>	<p>Show some awareness of texts being set in different times and places</p>



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Year 6	AR Level	Word Reading	Comprehension					
			Locate, retrieve and elaborate on information	Use inference and deduction to make interpretations	Understand structure, organisation and presentation	Understand language, technique and style	Understand themes and conventions in texts	Compare, contrast and evaluate texts
<p>Range of competencies and contexts: Children will read and analyse a range of texts – including fiction, non-fiction and poetry. These will be drawn from different cultures and forms to allow children to expand their reading enjoyment and participation. Learning by heart - also reading and performing aloud - enable understanding to be enriched. Opportunities to apply learning successfully in pupils' writing are also evident. Pupils develop personal tastes in their reading and are able to recommend books to others based on a more sophisticated understanding of preferences.</p>								
Developing Towards	6.4 - 6.7		Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Develop detailed and reasoned justifications for their views based on inference and deduction	Comment on how narratives are structured in different ways (e.g. dilemma and resolution, lost and found stories, quests, etc)	Identify and explain how language is used to help the reader visualise the setting, characters and events	Understand that the same themes and conventions can be presented in a variety of ways and evaluate the impact (e.g. hunting in a letter or persuasive leaflet)	Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
Year End Expectation	7.0 - 7.8		Decide what to include in note taking to gain a precise summary of key points Use direct evidence from sections of text to explain and justify more detailed opinions Use retrieval skills to respond to increasingly abstract question prompts (e.g. what does the passage tell us about the character?)	Distinguish between implicit and explicit points of view Begin to use clues in language to set the text in context (e.g. <i>The musket fired</i> ; They ran down the <i>sidewalk</i>)	Evaluate the presentation of texts for their effectiveness in conveying information (e.g. bullet points for the main points) Comment on how narrative structure can be used to engage and affect the reader (e.g. flashback, cliff hanger, illustration/text relationship) Understand how paragraphs are linked to build knowledge, tension or dynamic	Identify and comment on the use of expressive, figurative and descriptive language to create effect Relate language choices made by the author to the characteristics of the genre Explain how writers can use language to influence reader's viewpoint	Consider how the reader's experiences and context influence the effect of a text Identify how some writers attempt to challenge conventions in narrative (e.g. "Handsome Hero" and Shrek)	Compare the detail with which different sources convey information Express preferences for texts by combining an understanding of significant ideas, themes, events and characters and their impact on the reader Compare and contrast the way that fiction and non-fiction texts treat the same themes (e.g. Iron Age fiction, Stories set in Africa)
Beginning Year 7	7.8 +		Secure use of skimming, scanning and text marking so research is fast and effective Select, collate and prioritise information drawn from a range of sources Sift the relevant from the	Draw on detail to give full, persuasive answers to questions Consider alternative interpretations and select the most plausible Explain implied meanings, making	Identify the structural and organisational choices the author has made Identify and comment on the way that writers create impact through structural and organisational choices	Evaluate and analyse texts including references to aspects of language and language choices Able to use an increasing range of technical and other terms in appraising	Evaluate how effectively an author conveys their viewpoint / message Describe and evaluate authors' use of techniques, justifying observations and opinions by reference to the text	Compare and contrast how writers treat similar contexts and themes Identify and comment on the way that different writers' experiences can influence their

Teaching Whole Class Guided Reading

The lessons are taught daily with either the teacher modelling reading and the children following ensuring an element of prosody is modelled and giving the children the opportunity to practise reading prosody. This may involve text marking the text to support children to take notice of the author's style and use of punctuation. Sometimes the reading will be shared by the class, for example, allowing children to 'tune in and tune out' whilst taking it in turns to read the text. Sometimes the text will be read silently by the children allowing the children to practise their own sustained reading.

There is an emphasis on discussion and written work is not always required or necessary to promote understanding and a love of reading. Everyone is encouraged to share their thoughts and opinions and questions are chosen to help the children share either together as partner talk or group discussion or whole class discussion. We will always discuss our likes, dislikes, patterns, puzzles and links when we have completed a book.

Each child has their own copy of a text or be able to share a text 1:2 with a partner. Some texts provided may be photocopies but most texts are the physical text for children to handle and enjoy.



IMPACT

Summative Assessments

Summative assessment data for reading is collected 3 times a year with the NFER Reading papers. Children are given a standardised score and their progress is tracked over the year.

In year 6 they have 4 assessment points and SATs week.

Children complete a STAR reading assessment for Accelerated Reader 3 times per year; children will then use the ZPD score to select reading age appropriate books to ensure that their home reader book is matched to their reading level. This information is shared with the children and parents.

Promoting Reading

At Drybrook, our school library is open daily. Children may borrow a book from school and record their home reading in their reading records which are closely monitored by teaching staff. In KS2, it is expected that children must read up to 15 minutes five times a week. The children receive Dojo points for reading daily at home and these are celebrated in classes, and also celebrated every Friday as part of our achievement assembly. We work hard to promote a love for Reading with our parents and children. We have a reading raffle which we used to promote home reading also. Children who have read the expected amount receive a raffle ticket. Every term the reading raffle is pulled and the winners get a prize.

Daily our year 6 children meet with year 1 and year 2 children and year 5 meet with reception children as reading buddies.

Celebrating Reading is a big part of our school culture at Drybrook. We hugely enjoy national events like, Roald Dahl Day, National Story Telling Week and World Poetry Day and World Book Day.

At Drybrook, we also have our class story time timetabled daily. During this time teacher's read an age appropriate text to the children of their own choosing.

Each classroom also has a 'Book Corner' to promote the value and pleasure of reading that all children can access throughout the day and often use at the beginning or ends of the day to change home reading books.

Each class also keeps a scrap book of class reading books to promote reading as a journey, allowing reflection and comparison through the year. Here are some examples:



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