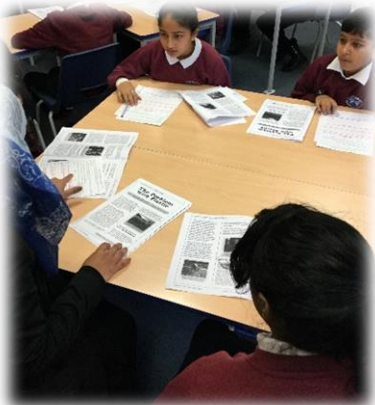




Reading at Lilycroft Primary School



A child's reading journey at Lilycroft

At Lilycroft Primary, we are committed to teaching our pupils to become skilled readers who develop a comprehensive understanding of words, language and texts as they move through school. Our vision is for the children in our school to become enthusiastic, independent and reflective readers that grow to foster a real love of reading.

A child's reading journey begins with "learning to read" and moves on to "reading to learn". Through using a range of strategies, our aim is to ensure that pupils develop a love of reading so that they can read for purpose and pleasure. We provide pupils with a range of strategies in order to do this.

At Lilycroft, we have colour coded questions that the adults ask during Shared, Guided and Individual reading. These questions link to the content domains in the National Curriculum. They are used to develop the children's comprehension skills.

Reception

The teaching of reading

In Reception, the teaching and practice of reading is teacher-led, through whole class sessions and Guided Reading. The children are split into groups and they read books matched to the phonics phase that they are working in. Guided Reading sessions take place twice a week.

Individual reading practice takes place daily. The teacher and the teaching assistant listen to individual children read during the morning activities. The teacher keeps Individual Reading Records for each child and highlights the targets that the children have achieved.

In the Spring Term, the Reception teachers teach a whole class shared reading session on a weekly basis to explicitly model the skills of proficient readers, including reading with fluency and expression.

Every morning, the children complete an activity linked to reading e.g. Phonics Snap, reading CVC words etc.

The children take an individual reading book home daily. This is matched to the phase that the children are working in. Also, the pupils take a library book home to read for pleasure.

Comprehension

The teacher does a shared story session daily for approximately ten minutes focusing on developing the children's comprehension skills. These skills are vital in making sense of what the words say and interpreting meaning. The teachers begin by sharing their favourite books. This promotes reading for pleasure at an early age. The shared books are then displayed on the Reading Wall which helps the children to make connections between different texts.

The Reading Environment

Each classroom has its own stimulating book area, which is accessible by children, as well as a wide range of resources and opportunities to apply reading skills, for example: name cards, alphabet mats, print in the environment, signs and labels, puppets and props to re-tell and act out stories.

The classroom environment is rich with plenty of opportunities to practise reading. There is an inviting reading area with a mixture of fiction, non-fiction and poetry books.



There is also a story-teller's area where the children can use props to retell stories.



Parental Involvement

The parents and carers listen to their child read on a daily basis. They are asked to complete their child's Home Reading Record so that the teacher can monitor progress.

The teacher models how to share stories with the parents during the homework meetings. This is to ensure that there is a consistency of approach in teaching reading at home.

This year, the Reception staff have introduced a weekly "Stay and Play" session for the parents so that they can listen to their children read. They will also have the opportunity to work with their children and complete reading activities.



Year One

Early Reading

Guided Reading

In order for pupils to apply their phonic knowledge, they read in small groups with an adult four times a week. The children are grouped based on their current phonic knowledge. Over the course of the week, the groups read their book three times, each time focussing on a different aspect of reading.

<u>Session One</u>	<u>Decoding the book</u> Pupils use their phonic knowledge to decode the words on the pages. They focus solely on this rather than comprehension and understanding.
<u>Session Two</u>	<u>Reading for speed/fluency</u> This is another opportunity for the pupils to apply their phonic knowledge but slightly quicker. Pupils should recognise some of the words the second time round. Adults model prosody (intonation, expression, pausing and phrasing) when they read.
<u>Session Three</u>	<u>Comprehension</u> This time, the pupils read the book again but, by now, they are quite familiar with the words. We check that the children have understood what they have read.
<u>Session Four</u>	<u>Comprehension</u>

	The children answer retrieval and inference questions about the text that they have read.
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Whole class Shared Reading sessions

We use good quality age-appropriate Power of Reading texts. All pupils are explicitly taught key reading skills. We follow a three step process with this: I DO, WE DO, YOU DO. The teacher models the skill, explaining what and why they are doing this. The pupils then do this together in pairs and are expected to apply this understanding to some independent activities. Following this, the children complete a range of activities from The Teachers' Toolkit to develop their retrieval and inference skills. We also work extensively on developing the children's vocabulary by exploring tier two words in a variety of different contexts.

Individual Reading

Pupils are individually assessed on their phonics knowledge and a book is assigned for them to read at home. We aim to change the book twice a week. We want the children to read the book over and over again, allowing them to increase in confidence and build their fluency. The parents complete a Home Reading Record and make comments on their child's progress. This is then signed on a weekly basis by the teacher.

All the children in Year One have one to one reading on a weekly basis with the class teacher and a member of the Reading Intervention team. During these sessions, the adult models how to read with fluency and expression. The children focus on decoding words, rereading and building their comprehension skills.

"Drop Everything And Read" sessions

In Year One, there are three fifteen minute sessions where the teacher shares a book with the pupils. During these sessions, the teacher models how to read with the correct intonation. The purpose of the sessions is to foster the love of reading in the children.

Assessment

Formative assessment takes place during all Guided and Shared reading sessions. We use the Lilycroft Reading Record which is linked to the content domains.

Summative assessment takes place once every term. The teachers assess the children's reading using the KPIs. They use the pupils' Reading Journals as evidence for each KPI that has been met.

Year Two

Guided Reading

In Year 2, pupils do Guided Reading three times a week. The children read a book that is appropriate for their reading level. The children develop their skills in answering the coloured questions that are linked to the content domains. They also complete activities from the Teachers' Toolkit that further enhance their comprehension skills.

Whole class Shared Reading

In Year Two, the children begin by having two whole class shared reading sessions a week. This increases as the children move through Year Two. In the summer term, the children have three whole class shared reading sessions a week. The sessions focus on a Power of Reading text that is initially unfamiliar to pupils. In each session, one key reading skill is taught e.g. developing the children's inference skills. The pupils complete activities from the Teachers' Toolkit and answer comprehensions questions in their Reading Journals during one of the sessions.

Individual Reading

Pupils select a book appropriate to their reading level. The book is changed twice a week. We want the children to read the book over and over again, allowing them to increase in confidence and build their fluency. The parents complete a Home Reading Record and make comments on their child's progress. This is then signed on a weekly basis by the teacher.

All pupils undertake one to one reading on a weekly basis with a member of the Reading Intervention team. During these sessions, the adult models how to read with fluency and expression. The children

focus on decoding words, rereading and building their comprehension skills.

The children who need to "keep up" read individually to their teacher once a week.

"Drop Everything And Read" sessions

In Year Two, there are three fifteen minute sessions where the teacher shares a book with the pupils. During these sessions, the teacher models how to read with the correct intonation. The purpose of the sessions is to foster a love of reading in the children.

Assessment

Formative assessment takes place during all Guided and Shared reading sessions. We use the Lilycroft Reading Record which is linked to the content domains.

Summative assessment takes place once every term. The teachers assess the children's reading using the Rising Stars reading tests.

Key Stage Two

Quiet Reading

In KS2, the children do quiet reading for ten minutes in the morning and fifteen minutes in the afternoon. The pupils select a book of their choice from the reading corner. When they have read the book, they log the title in their Reading Journal and complete an activity related to the book.

Class Novel

In KS2, we have class novels based on our creative curriculum topics or on the children's interests. The teachers spend half an hour a week reading the class novel. During these sessions, teachers model their enthusiasm for reading and create excitement around the special joy of reading a good book. The enthusiasm for reading as a class teacher is one of the most important things that can be done in the classroom and research shows that it has more of a positive effect on reading achievement and the life-long love of reading than any other reading intervention.

Assessment of reading in KS2

Formative assessment takes place during all Guided and Shared reading sessions. We use the Lilycroft Reading Record which is linked to the content domains.

Summative assessment takes place once every term. The teachers assess the children's reading using the Rising Stars reading tests.

Lower Key Stage Two

Whole class Shared Reading sessions take place three times a week. Guided Reading takes place once a week for pupils that need to "keep up". We use a variety of age-appropriate Power of Reading texts to develop the children's reading skills.

Whole class reading sessions

These sessions focus on building vocabulary, developing fluency and improving the children's comprehension skills. New words are decoded using phonic knowledge and through dialogic discussion, we are able to agree definitions of unfamiliar vocabulary. The key events of the text are discussed and summarised and a range of questions are asked to deepen the children's comprehension of the text.

Individual Reading

Pupils select a book appropriate to their reading level. The book is changed daily. The parents complete a Home Reading Record and make comments on their child's progress. This is then signed on a weekly basis by the teacher.

The children also choose a book from the library on a weekly basis. This book is read solely for pleasure.

The children that need to "keep up" during the Shared and Guided read individually to the teacher once a week. During these sessions, the adult models how to read with fluency and expression. The children focus on decoding words, rereading and building their comprehension skills.

Upper Key Stage Two

Whole class Shared Reading sessions take place three times a week. Guided Reading takes place once a week for pupils that need to keep up. We use a variety of age-appropriate Power of Reading texts to develop the children's reading skills.

Whole class reading sessions

In these sessions, the pupils continue to explore a wide range of high quality texts in sessions designed to improve their comprehension skills and deepen their understanding of texts. The majority of the texts are chosen to align with our topics. This enables the pupils to connect with what they are learning and what they are reading, strengthening their engagement with both. Other texts from The Power of Reading programme are also used to ensure that the pupils experience a variety of genres and that they are able to apply their skills to more unfamiliar subjects.

The whole class reading sessions focus on developing a particular skill such as inference. In these lessons, the children are given the opportunity to develop these skills in ways which are interesting and challenging. This includes working as a whole class, with partners and individually.

Individual Reading

In Upper Key Stage Two, the children take home a library book once a week. The parents complete a Home Reading Record and make comments on their child's progress. This is then signed on a weekly basis by the teacher.

The children that need to "keep up" during the Shared and Guided read individually to the teacher once a week. During these sessions, the adult models how to read with fluency and expression. The

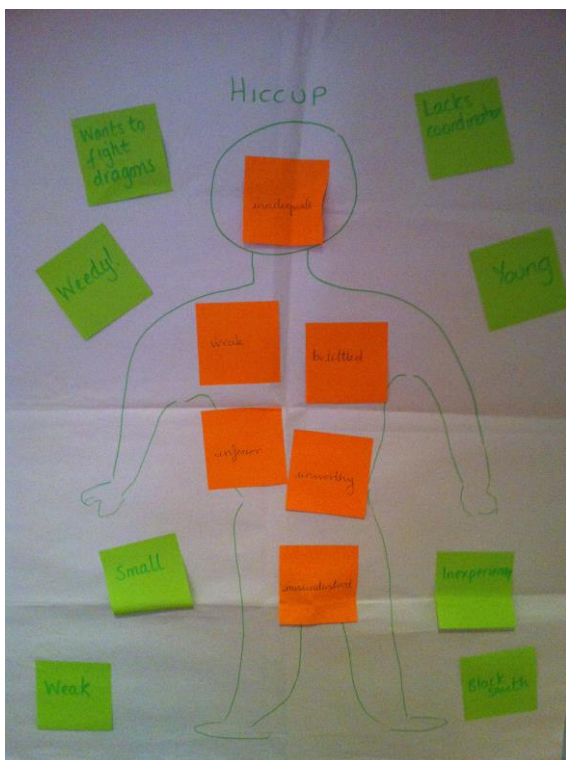
children focus on decoding words, rereading and building their comprehension skills.

In Year Six, we have Reading Buddies as an intervention to support the children that need to keep up. Each child is paired with a teacher and a member of SLT. The adults meet with their 'buddies' three times a week for a minimum of ten minutes. They listen to the child read and ask retrieval and inference questions to develop these skills.

Reading activities across school

Each teacher and TA has a Guided Reading Teachers' toolkit that contains engaging activities that develop the children's retrieval and inference skills. These activities can be applied to any fiction or non-fiction text. The Guided Reading Teachers' Toolkit contains the following activities:

Role on the wall



The children discuss as a group what they **know** about the character using evidence from the text and write these statements on green post-its and stick these around the outside of the 'Role' outline.

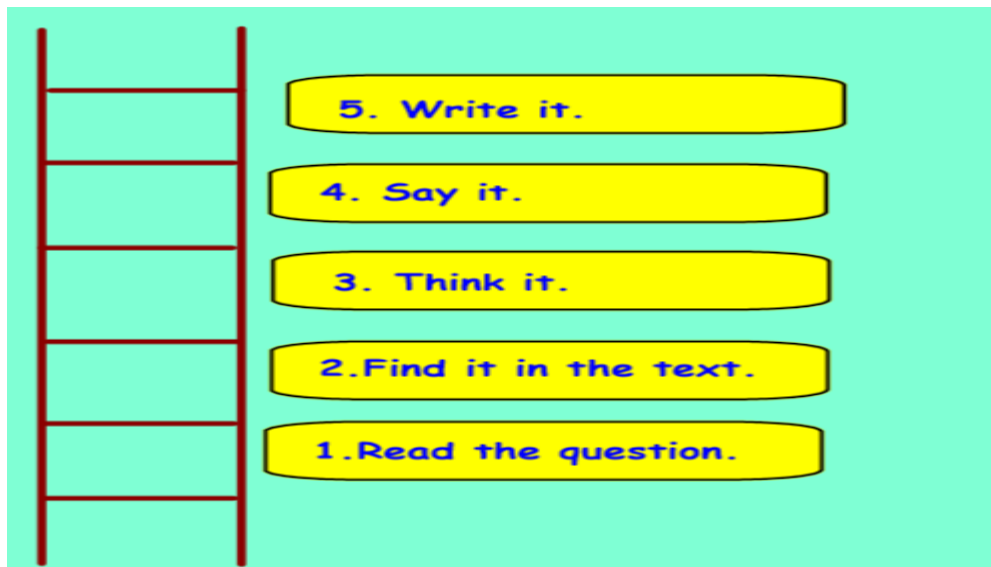
They also discuss as a group what they **can infer** about the character and **how he/she is feeling** using evidence. They write their ideas on post-its and stick these inside the 'Role' outline.

True or False grid

The children are given statements from the text which they have to sort into true or false. They then have to "prove it" by using evidence from the text.

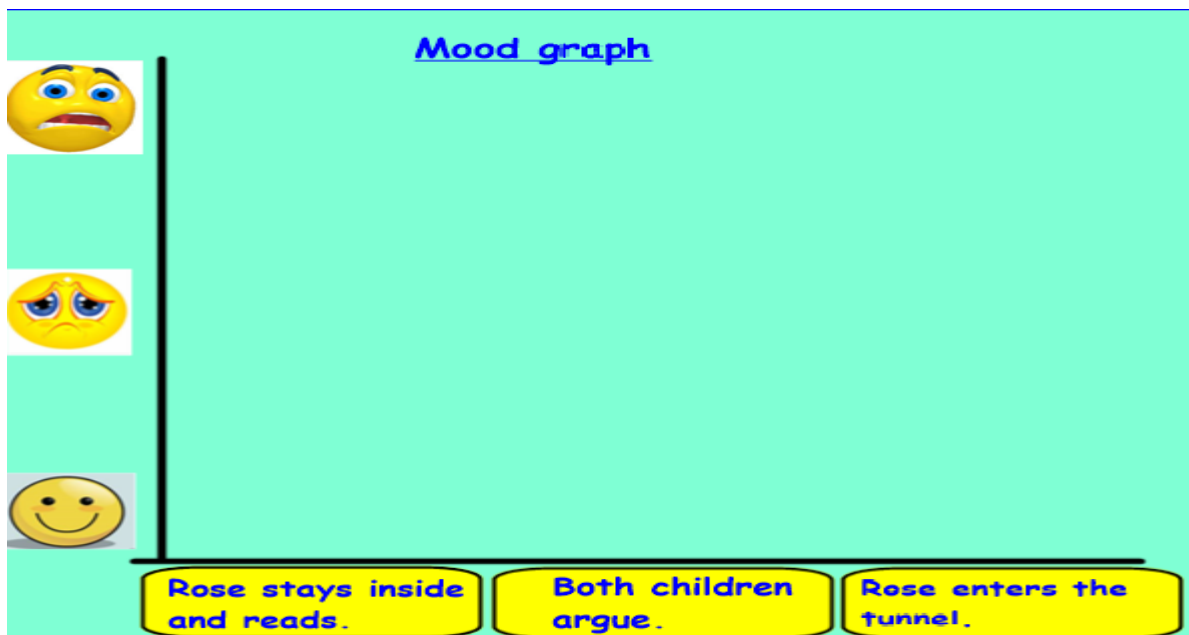
True	False

Retrieval ladder



Mood graph

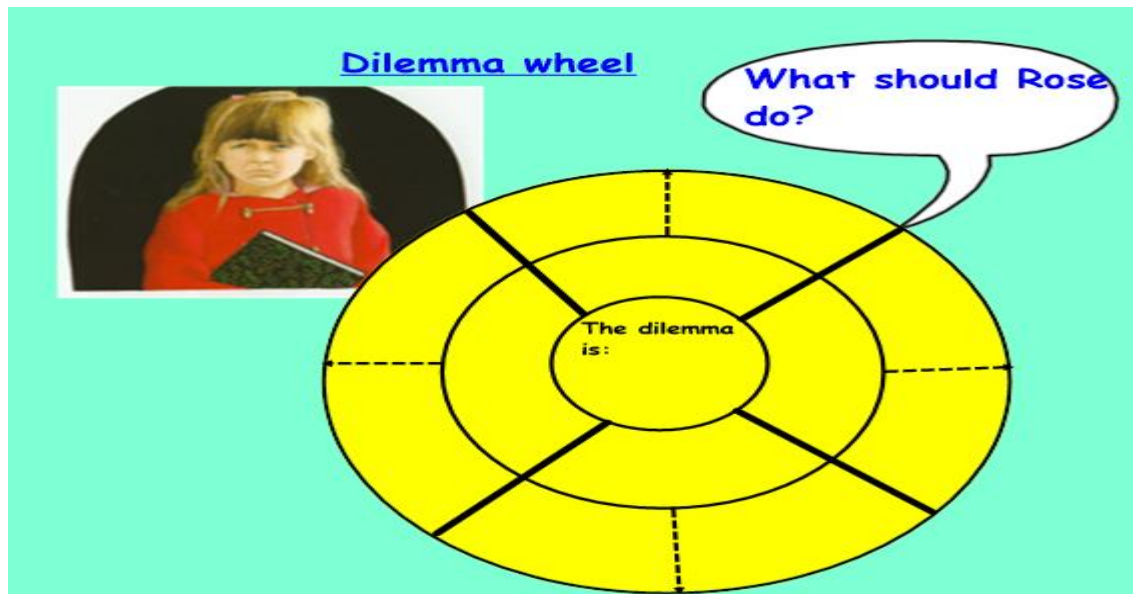
The children have to plot the character's emotions at different parts of the story on a mood graph.



Dilemma Wheel

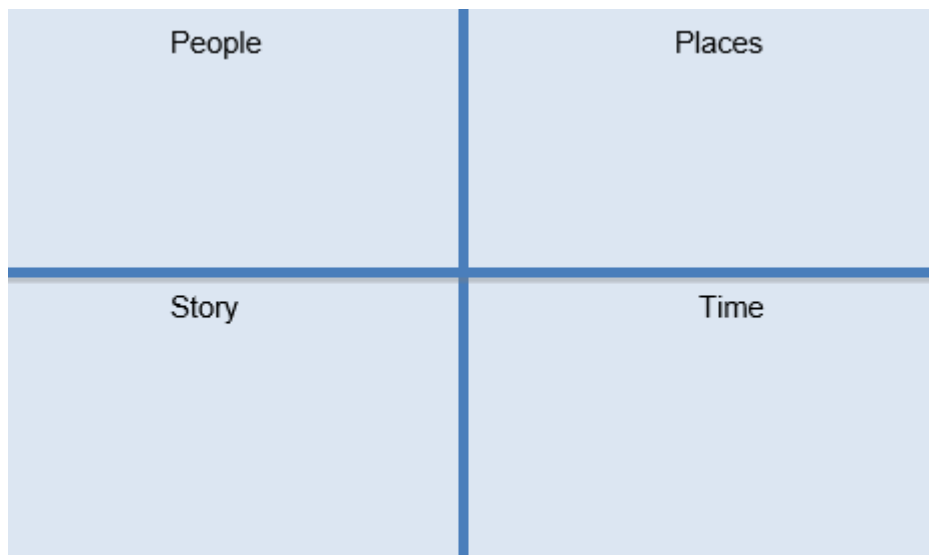
The children use the Dilemma Wheel to explore a character's options when they are facing a problem in the story. In the middle of the circle, they write down the character's dilemma. In the first outer circle, they write down what the four possible options are. In the

second outer circle, they write down one advantage and one disadvantage for the options.



Tell Me Grid

The children complete the grid in one colour before they begin reading the text and then in another colour when they finish reading the book.



Statements Game

The children place the statement cards face up on the table. They choose one statement at a time and decide whether to place it in the 'Agree' or 'Disagree' column.

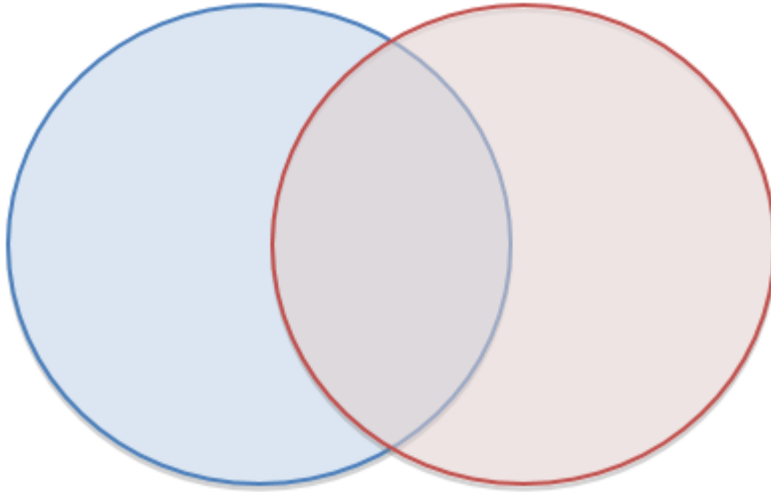
The pupils must justify their decisions verbally.

Hiccup is brave	Hiccup hit a Night Fury	Hiccup was lucky
Hiccup is strong	Stoic is a good leader	Berk is a dangerous place
Stoic is trying to impress Astrid	Hiccup is a cheeky character	Stoic the Vast is a good name for the character

Agree	Disagree

Venn diagrams

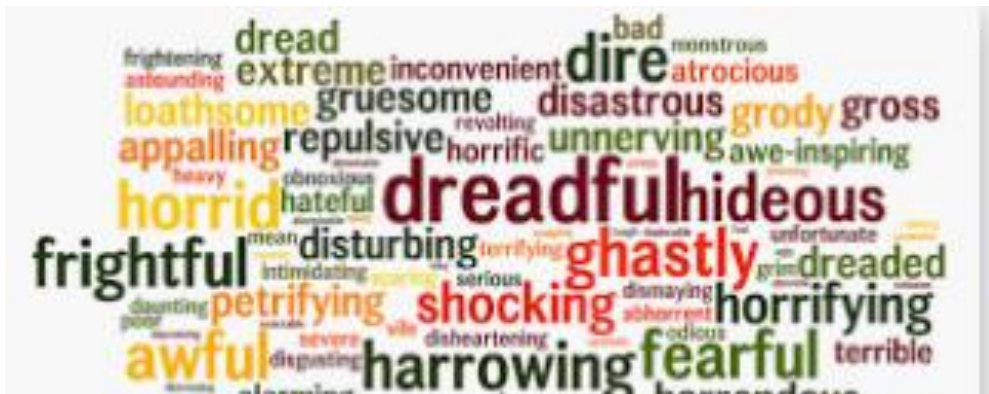
The children use the Venn diagrams to compare and contrast characters, themes, texts, settings within and across texts.



Strategies to engage the children

Introducing a new text-arousing curiosity and making predictions

Pupils are hooked into a new text or story through showing only part of the title page, sharing key words from the blurb and solving anagrams of the book title. This arouses curiosity, provides opportunities to make predictions and engage any prior knowledge, looking in isolation at key words and paving the way for reading the book.



Dialogic Talk as a tool for engaging with the text

Talk and discussion play a central role in deepening understanding and comprehension. Pupils discuss questions which require them to draw on evidence from the text and justify their answers. They are free to disagree and work hard to justify their choices.

Using drama as a tool for deepening engagement and inspiring creativity

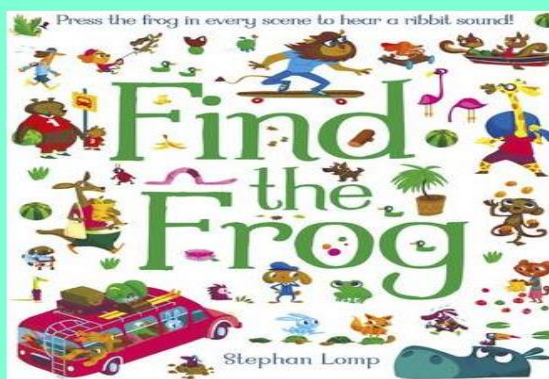
Through a range of drama techniques such as hot-seating, thought tracking and conscience alley, pupils are provided with further opportunities to improve their comprehension and engage on a deeper level with the characters in the stories. This allows the children to write in role and enhances their inference skills.

Scanning Activities

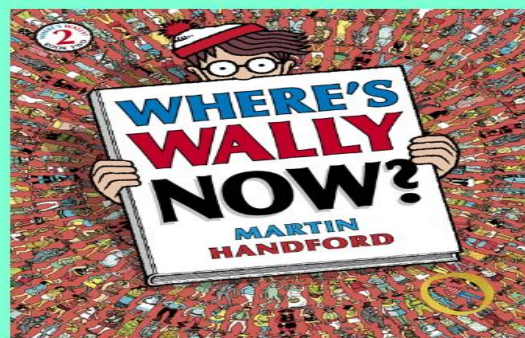
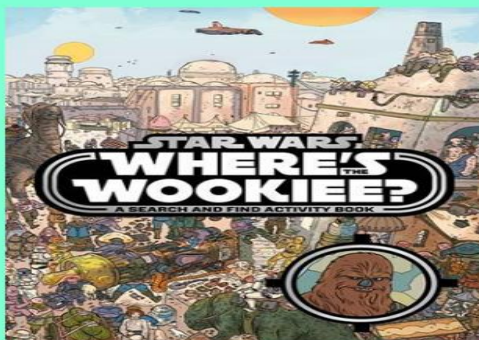
One of the most essential reading skills is scanning for specific information. We teach the pupils to scan the page to look for key words. They learn to group specific letters together and quickly identify words, thus improving their fluency over time.

The children begin to scan for pictures using search and find books.

KS1



KS2



They then move on to scanning in print. They look for numbers, words and phrases.



Jet car aims to break land speed record

THOUSANDS of schools are following an attempt to smash the land speed record.

An illustration of the Bloodhound SSC attempting to break the land speed record

The super-fast car is being designed by world-leading experts who want to share their knowledge – especially with young students. That's because they want to inspire a new generation of scientists, engineers and designers.

The Bloodhound SSC will be powered by a jet engine that is normally used in the Typhoon Eurofighter. The driver should feel at home, though – he's a former jet fighter pilot.

A separate engine normally found in an F1 racing car will be used to pump huge amounts of fuel into the rocket engine.

The team behind the record attempt hope the car will reach a speed of 1,600km/h (1,000mph) at salt flats in Hakskeen Pan, South Africa. That's almost one and a half times the speed of sound and would smash the current land speed record of 1,228km/h (763 mph), which was set 15 years ago.

Everything about the car will have to cope with this amazing speed. The wheels, for example, will be solid aluminium. They are being designed by a Scottish company and are built so they won't disintegrate as they turn up to 177 times a second.

The Bloodhound Education Programme is available to all pupils in primary and secondary schools. Nearly 4,000 schools have registered already. You can find out more at www.bloodhoundssc.com.

You have ten seconds to circle:

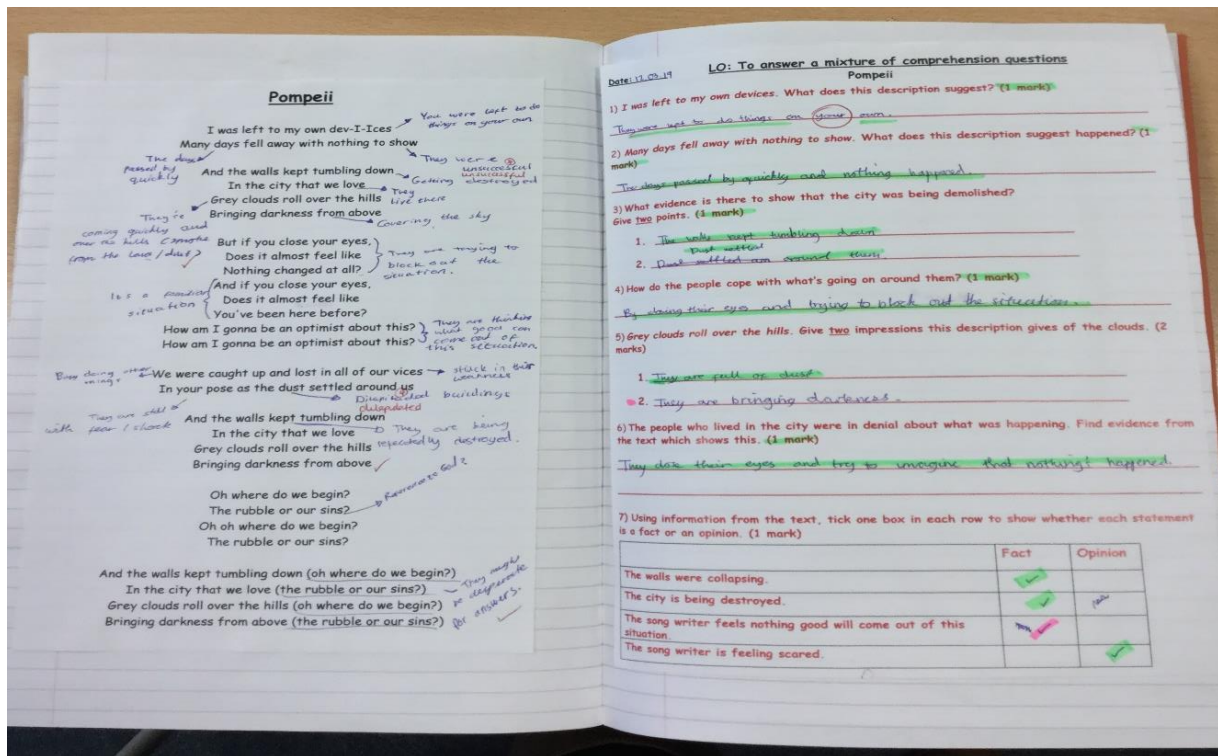
all the numbers

the word car

the word bloodhound

Songs

Teaching reading through songs is another engaging strategy that we use in school. The children listen to a song and analyse the lyrics. They then either work in pairs or independently to answer the different coloured questions based on the song.



Reading Journals

Every child from Year One to Year 6 has a Reading Journal. This is used to record the children's activities based on the texts that they read during Shared, Guided and Individual reading. The Reading Journals are used as evidence when the teachers assess the children's reading.

In KS2, the children keep a record of all the books they have read at the front of the journal.

The children also have the opportunity to record their personal responses to a text that they read during quiet reading. The children can pick an activity to complete from the Free Choice Reading Grid that is at the back of the journal.

The Reading Environment

Every classroom across school has a reading area that is inviting and has up to date books for the children to read. The reading areas are themed based on the interests of the pupils. They are well-resourced with a range of fiction, non-fiction and poetry. They are inviting areas where the children can retreat and read for pleasure.



Each area contains a copy of the WAGOLL from the Literacy lessons and a prop box so that the children can perform the text.

There is a range of activities in the reading provision areas such as reading task cards; scanning games; retrieval and inference questions about songs and photos to develop the children's inference and prediction skills.



In Reception and KS1, the children can access the reading area during provision time. In KS2, the children can access the reading corners during the morning and afternoon registration times as well as during Independent Learning Time.

To promote reading for pleasure, all classrooms have book recommendations by the teachers, support staff and the children.



Our Reading Wonder Wall

These are the books we have read so far in RAL during story time.

Who is your favourite character?

Which story do you like the best?

READING CORNER

Owl Babies

The Tale of Peter Rabbit

The Gruffalo

Our Reading Wonder Wall

The image shows a student's project titled "Our Class Novel" for "The Secret Garden". The project is a purple bulletin board with a green border. It features several book covers of "The Secret Garden" by Robert Swinells, including "Stone Cold", "Blood", "Invisible", and "Room 13". There are also character sketches, a map of the garden, and various labels like "prehistoric", "sinister", "whitby", "strogglers", "ammonite", "spurned", "midnight", and "ghostly". A central thought bubble asks "What can you see on the front cover?" and another asks "Whose you think the book is about by looking at the front cover?"

The School Library

The school library is well-resourced with the latest fiction and non-fiction books. The children are time-tabled to use the library once a week to borrow books of their choice.



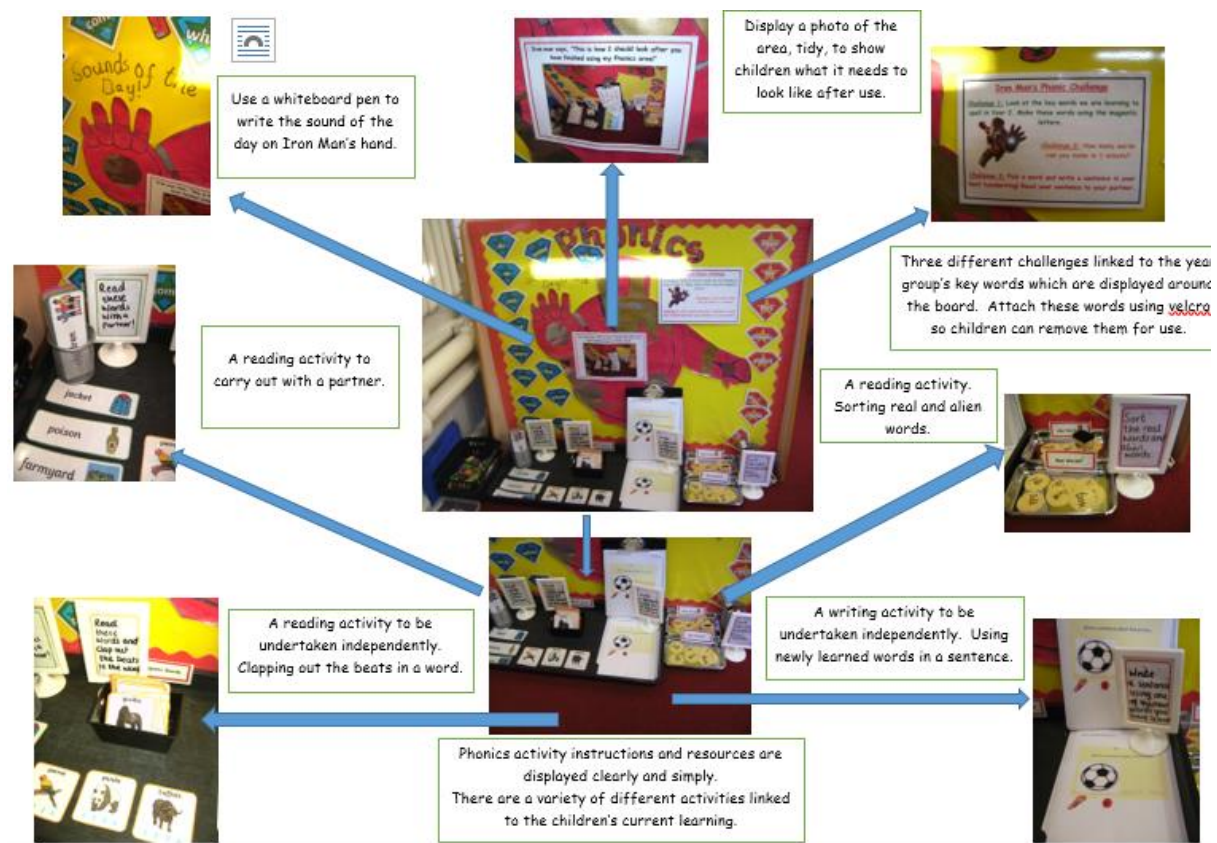
Outdoor Reading Rocks Area

Reception, KS1 and KS2 have an outdoor Reading Area where the children can read books for pleasure. The children have the opportunity to access the area during playtimes and lunchtimes.



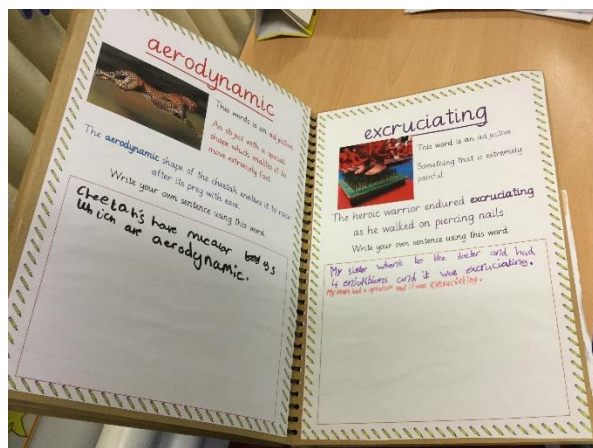
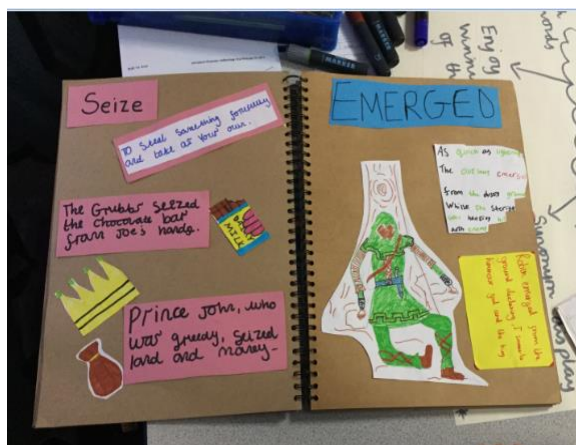
Phonics Areas

There is a Phonics area in each class from Reception to Year Two. The sound of the day/the week is displayed. There are also engaging interactive activities that the children can use to practise and apply what they have learnt during the week.



Vocabulary

As a school, we focus heavily on developing the children's vocabulary. The teachers have included tricky tier two words in their Talk for Writing texts. They then introduce the tier two words using the seven step vocabulary system. The 'POW' words from the Talk for Writing text are displayed around the Literacy Working Walls.



We also have weekly Word of the Week assemblies where we introduce a 'POW' word. We model how to use the word in three different sentences. The children then enter the weekly Word of the Week competition where they write a sentence with the 'POW' word. The best sentence gets displayed in the 'POW WORD Hall of Fame'. Each class also has a POW word spotter who spots who uses the POW word of the week verbally or in a written sentence. The children are then awarded merits.

Reading Resources

In school, we have the following resources which we use to teach reading:

- The Power of Reading texts

The Power of Reading books have many distinct and different elements. They are books that are emotionally powerful; books with storylines and plots that allow opportunities to explore dilemmas, challenges, morality and ethics; protagonists that children can identify with. But above all, they are texts that take you inescapably into the world of the book - a book you can lose yourself in.
- Project X
- Oxford Reading tree
- Pearson Bug Club
- Rigby

- Good quality picture books that are used from Reception to Year 6
- Songs
- Extracts from longer novels

Developing a love of reading

Book Fairs

We have a week long Book Fair by the Book People twice a year. This has proved to be extremely popular and we have raised a large sum of money which we have used to buy more books for the library. Book fairs give children a motivation to read by offering them a wide selection of books to choose from that they can look at before they decide to buy. Also, the parents have the opportunity to look through books with their children and pick out books together. This increases the likelihood that children will want to continue reading.



World Book Day

Every year, we celebrate World Book Day. The children come to school dressed as their favourite book character. They spend the whole morning writing book reviews, doing book quizzes as a class and preparing for the big assembly in the afternoon. Prior to the assembly, the teachers go to other classes across school to read their favourite book. During the assembly, the Literacy Leader shares a story; the children take part in a book quiz with a chance to win books for their class library and the best dressed children are awarded books as prizes.



Stories in the dark

We hold annual Stories in the dark sessions in December to coincide with our School Book Fair. During these popular sessions, parents are invited to school in the evening with their children to listen to the teachers share a story. They have some hot chocolate and then listen to their children read a story. Each class has a story theme picked by the children.





Termly Reading meetings with parents

Once a term, the Literacy Leader meets with the parents to model how to share stories and texts. As well as this, she provides training to the parents about how to ask retrieval and inference questions.

Reading Eggs

At home, the pupils use an engaging programme called The Reading Eggs which promotes reading for pleasure. The children have access to over two thousand books which they can read. Children love the games, songs, golden eggs and other rewards which, along with feeling proud of their reading, really motivate children to keep exploring and learning.



Reading Assemblies

We have a half-termly "Reading Rocks" assembly where the children share the text that they have been looking at in Literacy. They promote the book and books by the same author.

