

One Voice Reading at Torkington Primary School



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INTENT

At Torkington we believe reading is a skill that enables children to develop their learning across the wider curriculum and lays the foundations for success in future lines of study and employment. We recognise the importance of taking a consistent whole school approach to the teaching of reading.

We aim to provide children with a literacy-rich environment, high quality texts and inspiring learning opportunities, which will help them to:

- ▶ Gain a life-long enjoyment of reading and books.
- ▶ Read accurately, fluently and with understanding;
- ▶ Apply a knowledge of structured synthetic phonics in order to decode unfamiliar words with increasing accuracy and speed;
- ▶ Be able to read with expression, clarity and confidence;
- ▶ Develop a good linguistic knowledge of vocabulary and grammar;
- ▶ Read and respond to a wide range of different types of texts;
- ▶ Develop a deeper level of emotional intelligence and empathy;
- ▶ Read fluently, and with confidence, in any subject in their forthcoming secondary education.

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IMPLEMENTATION

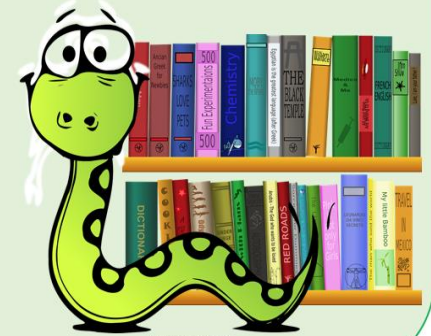
Language comprehension

At Torkington, children study reading daily using VIPERS. This ensures that we use the correct Lexile level for the children to access the comprehension independently. The VIPERS skills enable the children to understand what the question is asking and give them the correct tools to answer. High quality texts and passages are chosen, appropriate to the expectations of the year group or ability of children, and teachers use this to model the application of the agreed reading skills. We ensure that once a half term the children have a week focused on poetry and different poets. In EYFS we have daily stories time and rhyme sessions and discuss questions related to the stories. One of the areas we have developed is the conversation station. This is where the children can talk about the story of the week and have an activity linked to their book.



Reading Vipers

- V**ocabulary
- I**nfer
- P**redict
- E**xplain
- R**etrieve
- S**equence or Summarise



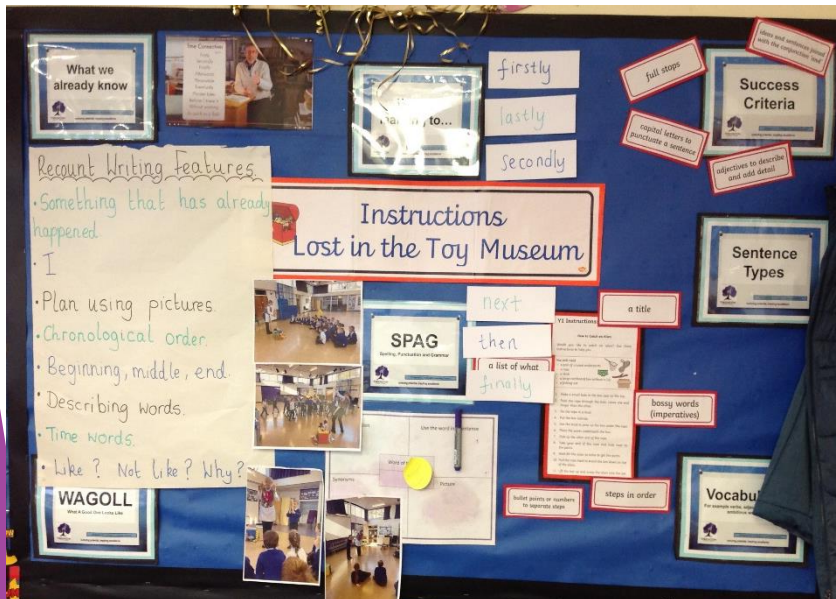
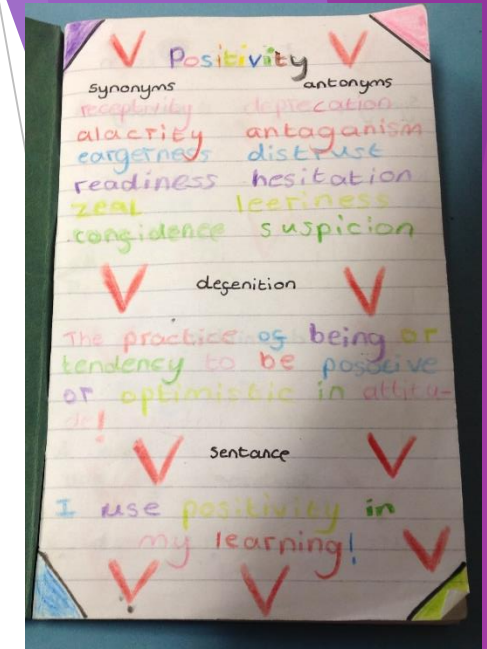
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Language comprehension



At Torkington, children have a daily word of the week. This is chosen through the texts they are reading. It is to develop their understanding of tier 2 words within their writing and contextualise vocabulary within class texts. In EYFS and KS1 the words are displayed and referred back to on the working wall. In KS2 they are displayed and referred back to on the working wall and the children have ownership over their own vocabulary books. These books are use as a writing tool so children can reference previous words from their own reading or the words that have been discussed within literacy and reading sessions.



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Word Reading and Spelling

Alongside reading in EYFS and KS1 we use the synthetic phonics Super Sonic Phonic Friends to deliver the teaching of phonics. The children follow a reading scheme which is assessed through their phonics levels. In EYFS and KS1 parents readers volunteer listening to children read their decodable phonics books. As well as children being read with by teachers and teaching assistants to assess their level. We have developed the use of phonics jotters to build letter formation and sentence structure. All of the Year 3 children progress onto the Nelson spellings. Children that need extra support are targeted through the Intervention.



IMPLEMENTATION



Reading for Pleasure

At Torkington, we believe that alongside their children's reading scheme books it is important that we have daily story time sessions. This is when the teacher will read to the children and modelled reading with intonation, expression and confidence. The stories are chosen by the teacher and shared with the children. We also have a star author every half term to develop children's knowledge of stories and read a variety of different texts.

World Book day

For world book day we shared stories of protected rights authors. We enjoyed reading stories, sharing facts about the authors and creative artwork based on the books.

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EYFS Reading Prompts

Find and explain meaning of words in context

- What does mean?
- Describe what the looks like?
- What word describes how.... is feeling?

Make and justify inferences using evidence from the text.

- What is the doing?
- How does ... feel?
- What could ... be thinking?
- Do you think ... is an evil, mean, kind or scary character?

Predict what might happen from the details given and implied

- What will happen next?
- How will might the story end?
- What will do next?
- What could be the next adventure for?

Explain

- Which character do you like best in the story?
- What is your favourite story?
- Why is ... the bad/good in the story?

If They Can't Read a Word, Say:

- Can you break it up?
- Which sounds do you know?
- Do you know a word that looks like it?

Year 6 Reading Prompts

Find and explain meaning of words in context

- What does this word/phrase/sentence tell you about the character/setting/mood?
- By writing ... what effect has the author created? Do you think they intended to?
- What other words/phrases could the author have used here? Why?
- How has the author made you/this character feel by writing...? Why?

Make and justify inferences using evidence from the text.

- What do you think ... means? Why do you think that? Could it be anything else?
- I think.... do you agree? Why/why not?
- Why do you think the author decided to...?
- Can you explain why...?
- What do these words mean and why do you think that the author chose them?

Predict what might happen from the details given and implied

- Can you think of another story with a similar theme?
- How do their plots differ?
- Which stories have openings like this?
- Do you think that this story will develop the same way?
- Why did the author choose this setting?
- Will that influence the story?

Explain

- What is similar/different about two characters? Did the author intend that?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Does this story have a moral?
- Which... is better and why?

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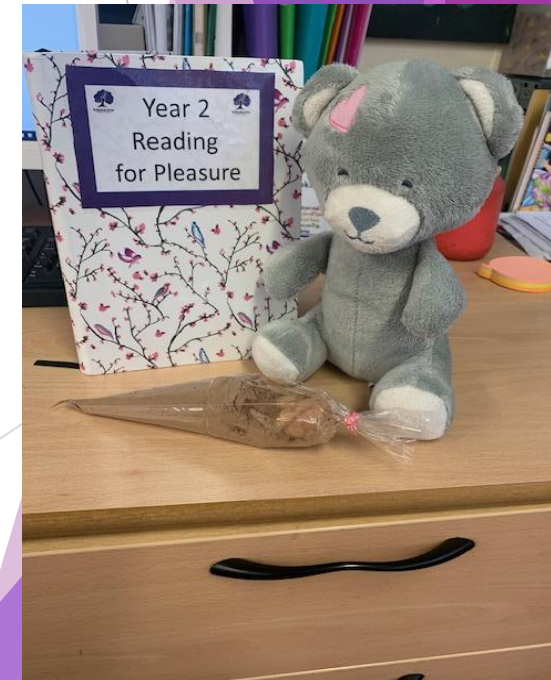


Reading Pleasure

Throughout the school for 15 minutes at the end of the day we have reading buddies where the older children will read with the younger children either in the library or in the classroom with their decodable phonics book.

Every week we have a reading star of the week. This is celebrated in assembly and the reading star takes home the class reading pet and hot chocolate. The following week the story they chose is shared to the class and kept in a class reading journal.

Children across school take part in the book awards. Our learning council took ownership of a reading audit to choose our Torkington reader of the year. They were then invited to a ceremony celebrating readers. Part of this included author visits from the various awarding winning authors.



IMPACT



- ▶ As a result of our Reading teaching at Torkington you will see:
- ▶ Fluent and confident readers.
- ▶ Children who can share opinions about stories and authors.
- ▶ Children who can read books to enhance their knowledge and understanding of all subjects on the curriculum, and communicate their research to a wider audience.

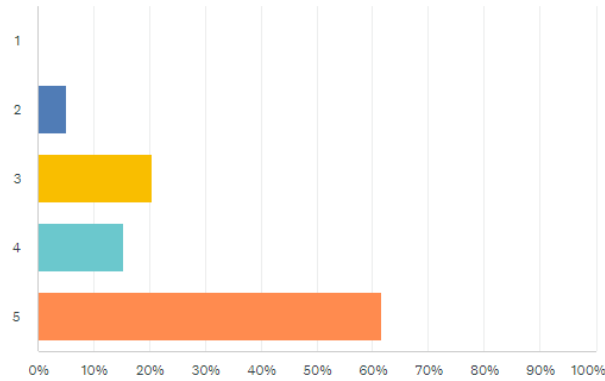


► Subject Monitoring

We regularly monitor the quality and impact of our reading curriculum through targeted learning walks, book scrutiny and pupil interviews.

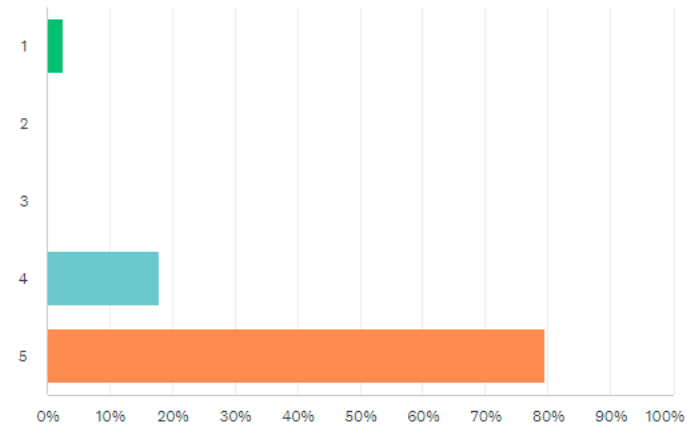
How much do you enjoy reading?

Answered: 39 Skipped: 0



Do you enjoy reading buddies?

Answered: 39 Skipped: 0



IMPACT

Pupil Voice
Feeds into our Next Steps

DATA

Exit Point	2018-19			2020-21			2021-22		
	E	M	X	E	M	X	E	M	X
EYFS	21%	59%	20%	23%	65%	12%	13%	68%	19%
							35%	49%	16%
Year 2	13%	48%	39%	16%	50%	33%	16%	37%	47%
							23%	33%	43%
Year 6	9%	57%	34%	4%	55%	41%	13%	40%	47%
							23%	37%	40%
Phonics	90%			97%			90%		

- ▶ Learning that is tracked and monitored to ensure all children make good progress.

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Timely Interventions:

Teachers believe that all children can achieve in reading , and focus on whole class teaching. Where prerequisites are not secure, timely interventions will be carried out. Our interventions are focus using the simply view of reading pedagogy. The class teacher and teaching assistant will assess the child to unpick what part of reading the child is struggling with. An intervention will be put in place to address either decoding skills or comprehension skills. Across the school the most vulnerable readers are identified and are read aloud with minimum of twice a week to build up confidence and fluency.

Formative Assessments:

Children are continually monitored through guided read when they independent answer questions. They have trackers in their book which identify when the skill has been taught as a reference to the teacher. **Summative assessments** are conducted half termly and question analysis is use to identify class/individual strengths and class/individual weakness. This will inform the class teacher which intervention need to put into place to make the expected progress.

Next Steps:

▶ **Match Funding**

We have recently been granted a match funding grant. This will be spent to enhance the library books. Reading scheme books. The children in their class will have chance to buy new book to supplement their class libraries.

▶ **Reading Ages**

To develop the simple view of reading pedagogy further we are implementing the Salford reading tests to give the children a reading age. This will inform progress and identify exactly where a child is struggling. This will ensure they are on the correct book band and highlight key reading skills the child is struggling on.

Author Visits

To develop the love of reading further. We have a number of authors who are book in ready to work with classes and conduct assemblies. The children will take part in writing, character, drama workshops. This will encourage reluctant writers and readers to engage further with the literacy curriculum.

▶ **Learning Walls**

Learning walls are adapted for each age group. There are general principles for the Learning walls that have been agreed with teachers across the school: • Key vocabulary from word of the week to be displayed and referred back to. Modelled example of writing with key features identified. Example of modelled sentences from key texts. Spelling focus to support spelling strategies. Grammar examples for children to refer to .

▶ **Super Powers – Whole School New Initiative**

From our Growth Mindset Culture we know that children who have a positive attitude towards their learning will make good progress and be successful. Consequently, instilling all our children with 'Transformative Communication' (Super Powers) has become a key priority for the school. This needs to be embedded in our reading lessons through our teaching and verbal and written feedback.