

# Meaningful Reading: our approach to the teaching of reading.

**TUDOR PRIMARY SCHOOL**

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# Intent (What we aim for)

At Tudor Primary School, we see the teaching of reading skills and the development of reading habits as essential for children in the Primary sector. There are the mechanics of reading, but also the development of understanding of what has been read

We intend to develop readers who can decode confidently and fluidly with a clear understanding of the content of what they are reading. We intend to develop readers who can access a wide range of engaging texts that support them into becoming readers for life.



This document will draw together some of the important concepts behind our facilitation of developing readers as well as provide some examples of what the teaching of reading looks like throughout the school.

# Implementation (What it looks like in class)

## Early Reading (Foundation Stage and Year 1)

As soon as pupils arrive at Tudor School, they are exposed to fiction, non-fiction, poems and rhymes, not only to enjoy as a stimulus for their learning, but also to start to decode (read) the words.

For further information on how we develop our early readers' journey at Tudor Primary School please refer to our [Early Reading and Phonics document](#).

## Shared Reading

Shared reading happens across the school in all areas of the curriculum. Teachers will share what they are reading, and more importantly, how they are reading with the pupils. It is important that the children can see the text that is being read and see how the teacher uses the phonics skills of segmenting, chunking and blending to decode those unfamiliar or longer words.

Not only do they model how to decode, but also how then to use those words to read meaningfully. For example, after decoding a word, they will reread the whole sentence to see how it fits in the sentence and what it means.

Teachers can share what they are reading with the whole class using texts displayed on the interactive whiteboards or real books projected using digital visualizers. At Tudor, the teachers are readers and are modelling the 'real' reading experience for the pupils.

Wherever possible all of the planned written work comes from a reading experience. Teachers pick engaging texts to support pupils understanding of audience when writing their own pieces. Ideally, at the start of a new writing unit, pupils will spend time reading and analysing a text. This allows teachers to model all the key skills needed for reading and further develop strategies for comprehension.

## Guided Reading

Across the school, the main vehicle for teaching not only how to read, but also how to understand what is being read, is in the daily Guided Reading sessions.



Pupils receive a weekly, small group, adult led session around a text that they can decode. This could be a colour banded book from the school reading scheme or any text type linked with the term's thematic curriculum, which has been chosen and possibly adapted by the class teacher to support their reading development.

For example, if the termly topic is Vikings the pupils may read a selection of pages from a non-fiction book around the aspect of Viking life they are studying, if they are looking at the Viking gods they may read a myth or even a comic book etc...

Teachers use their professional judgement and creativity to help choose engaging texts that foster the love of reading through these sessions.



The sessions work on a rotation basis, with each pupil spending at least one session a week working with the Teacher or TA. Pupils who are not working with an adult are fostering their independence skills, by further exploring an element of the text. Depending on the class focus they may be looking at creating their own 'improved' version of the text, finding key elements of a text type or responding to a character in the story- again this will vary from class to class.

An example of a guided reading session:

Guided Reading Activities		Pagan gods and burials
	You need your guided reading book (with the date!) and the text . Working with an adult.	
	Read the text about Pagan gods and burials. Find the meanings for any words you are not sure of and write the definitions in your Guided Reading book. Sum up what you have read in NO MORE than 3 sentences. eg. Early Vikings were pagans which meant they had many gods....	
	Book Activity - Vikings believed that if they died in battle they would go to Valhalla. Look at the picture, imagine you are that warrior about to enter Valhalla- write a first person account e.g. Trembling with fear and excitement, I stared up at the endless steps. My trusty sword and shield were still in my hand, that final blow must have found it's mark. I was here, I was almost with Odin. All around me.....	
	Vocabulary Activity-Can you think of alternative powerful adjectives 'bad'? Please put them into sentences e.g. Even after all this time, Loki still was as immoral as ever.	
	You need your guided reading book (with the date!) and the text . Working with an adult.	

In Year 6, Guided Reading moves to a whole class approach because of the need to expose all children to certain text texts they will be required to read and comprehend in the SATS reading paper. Alongside this, the lowest 20% of readers are given additional small group guided reading sessions using adjusted texts to accelerate their progress.

### Questioning:

Key to the guided reading session is the questioning led by the adult. At Tudor Primary school, we use a range of question types developed by the English consultant Alan Peat. Each question type focuses on a specific skill and an element of how to understand not only what has been read, but the wider world of literacy.



Here are some examples of the questions used written for the well-known story of Cinderella:

Question type	Questions
Recall	When, Why, Where, What, Who... Can they retrieve information? <b>Where did Cinderella first meet the Prince?</b>
Comparison	Requires a wider range of reading. Relates to social and cultural setting. <b>What do the Prince and Cinderella have in common at the start of the story?</b>
Speculation	Similar to prediction but being more 'imaginative' and less bound by the words of the texts 'Reading beyond the lines' <b>If the Step-sisters won the lottery what would they buy?</b>
Prediction	'Reading beyond and between the lines'- use of <b>textual</b> evidence <b>What do you think Cinderella would have done if her Fairy Godmother had not arrived?</b>
Explanation	How the author has... in respect of shape and structure of the text. <b>How does the author build the excitement in the story?</b>
Summarisation	Can the children summarise the text? <b>Sum up the story in 10 words.</b>
Empathy	Feelings of different characters- 'reading beyond and between the lines' If the feelings are clear in the text this may be retrieval of information- <b>How do you think the Sisters felt when they saw the slipper fit Cinderella?</b>
Analysis of Text	When analysing the vocabulary - <b>Why does the story start with 'Once Upon a Time'? What does this make you think/feel as a reader?</b>
Synthesis	Higher level questions showing interpretation of text from different books/ genres <b>If Cinderella was set in space, how would the characters be different?</b>
Elaboration	Asking children to provide more detail about the effect of the text on the reader <b>How can you improve _____ ?</b>

These same question types are used across the whole school, but in Key Stage 1 there is an increased focus on recall, comparison, summarisation and prediction questions

whereas UKS2 focuses more on inference and explanation questions. Pupils may respond verbally or write down their answer to share it depending on the age of the child, but the key element of prepared, bespoke questioning is always consistent.

## Individual Reading.



To support pupils' fluency, children are encouraged to read regularly at home and record what they have read. All pupils are given a reading record at the beginning of the academic year, with the aim being that they fill it by the end of the year.

For information around reading in Foundation Stage and Year 1 please see our [Early Reading and Phonics document](#).

A levelled, colour-banded book is provided for children in Year 2 and Lower Key Stage 2. The banded books are a mix of reading book schemes and 'real books'. Depending on a child's confidence within the level, staff members may choose to send home a more decodable or challenging book. Pupils are encouraged to read each of these books 3 times before changing them; once to decode; once to comprehend; once for expression. When a child is consistently reading a coloured band fluently and with clear understanding, they will read with a teacher to see if they are ready for the next level. The book band colour is recorded on a tracking sheet by the class teacher. The regular review of this supports staff in highlighting those children who may be 'stuck' and requiring additional support.



In Upper Key Stage 2, pupils can have a free choice of reading book, however, some pupils may be guided by staff members to ensure they are able to read and enjoy the book at home.

To encourage reading, individual year groups may run their own incentives for example; Year 2 welcome parents into the classroom from 8:45-9:00am to use the

space to read with their child; Upper Key Stage 2 encourage reading using a sticker system with prizes for achieving different goals.

The school library is open after school, so pupils have access to a wide range of books to help foster their love of reading. Classes can also sign up to visit the library during the school day to borrow a book to enjoy at home.



## Assessment of reading.

Reading is assessed across the school using a variety of formative and summative methods. During Guided Reading sessions, reading is assessed using the school's triangle system linked to each question type. For example, a child might have a full triangle for recall questions during that guided reading session, but only two sides of a triangle for the inference questions.

In E/Y, KS1 and LKS2, book band levels are assessed each half term. An adult listens to every child read their book band book, asks them a range of comprehension questions to ensure understanding and then selects their book band accordingly.

Across all year groups, there is a termly summative assessment that teachers use to guide their data input on Target Tracker. In Years 2 and 6, this is two mock SATS assessments, completed when the teacher deems appropriate, and the final SATS reading paper in the Summer term. In all other year groups, this is an NFER reading comprehension paper that is marked internally and gap analysed to inform and guide teacher assessment. For full details of phonics assessment, please refer to the [Early Reading and Phonics document](#).

## Additional Support.

At Tudor Primary School we are dedicated to providing our pupils with the tools they need to be confident learners, part of this is seen in the way we support those who find reading tricky.

### Lexia:

As a school, we have invested in using Core 5 from Lexia. This is an individualised program that assesses and supports pupils reading fluency plus skill. Every term, the Lexia lead and teachers, assess the needs of pupils in their class and if they require extra support they may be given access to the program (at school and home). Pupils work independently on the program, aiming to complete units and levels. Their progress is monitored by both the class



teacher and Lexia lead. If pupils are struggling with concepts, timely small group or 1:1 interventions can be used to help them move forward.

### **Bookmark:**

Pupils may be provided access to the 'Bookmark' reading programme. This is an online reading support looking at developing children's comprehension of texts. Children share their reading with a volunteer who, as well as hears them read, checks their understanding with a range of questions.

### **Targeted Reading books:**

Alongside the general colour banded scheme, we have invested in a range of high interest but easily accessible reading texts. With regular support from adults, these are used to maintain a pupils reading interest whilst supporting their reading skills at the decodable level they are working at.

For information about how we support children with SEND needs, please refer to the ['School Information Report- our school offer'](#), which is available on the website.

## **Impact** (The results of our process)

Pupils will make good progress from their own personal starting point. Our pupils will be able to read fluently with expression and understanding. They will have a range of tools to support how they decode and interpret a range of texts. They will be well equipped to continue to progress in the remainder of their time in education.