



Hunslet Carr Primary School
Leeds



Reading Clarity Document

High Expectations, Caring, Positive Attitudes & Successful



Rationale

As a school, we recognise the difference that being able to read has on a child's life chances. Being dedicated to giving children the best start in life, it is vital we set out clearly what we expect for our children's phonic and reading teaching.

As well as being explicit in what we expect from the teaching of phonics and reading we are also focusing on children's ability to speak and be clearly understood. One of the ways in which we hope to do this is through the expectation that children always answer in full sentences in all lessons.

Early Reading at HCPS is taught through Phonics – see separate document

Reading

Book Bands

Hunslet Carr has a book band system that is colour coordinated for KS2 however, children who did not finish the RWI programme in KS1 will still access RWI through either tutoring or RWI lessons depending on their gaps and will still use the RWI books to ensure they are applying their reading at an appropriate level.

Reading Scheme

In EYFS and KS1 we use the RWI reading scheme that corresponds to the phonics level they are working at. In KS2, there are a range of books that correspond to the book band colours and these are labelled accordingly. There are also sets of books for reading lessons that are labelled according to lexile levels relating to year groups.

Reading Lessons

Reading lessons should be timetabled for four lessons per week. These lessons should last 40 minutes each.

Reading lessons followed a shared reading structure that is supplemented by:

- A daily fluency read – during which the Teacher will move around listening to each child read across the week.
- Reading inference interventions Y4-6
- Reading fluency interventions Y2-6
- Phonics tutoring if PKS in KS2

Within topic weeks, there should be 'topic reading sessions' where children have the opportunity to read for purpose. There will be topic books from the School Library Service to support these sessions.



Shared Reading Rationale (Whole Class)

The benefits of Shared Reading are outlined below:

- Children of all attainment bands are immersed in the same high-quality literature and the discussions that these texts promote
- Children can improve speaking and listening skills, as well as to develop comprehension skills
- More time is given to modelling skills rather than just assessing the ability
- Reduced workload as teachers do not need to plan and resource a carousel of guided reading activities
- The behaviour for learning is improved as all pupils are engaged in the lesson
- All children receive reading teaching four days a week
- Less confident readers are exposed to the high-quality reasoning of more confident readers and become part of these discussions
- Children have the opportunity to hear the teacher modelling good use of intonation, movement, volume and expression
- Key reading skills can be taught to children ready for them to apply to comprehension style questions.

Structure of Reading Lessons Across School

EYFS – Y2 Spring

Reading lessons are structured to follow on from the phonics lesson taught that day. Towards the end of Reception and throughout KS1, children are split into phonics groups that meet their challenge level. Each day, children follow their speed sounds lesson with a storybooks lesson that allows children to consolidate their secure knowledge. The termly assessments direct these groupings and the books children access during the storybooks lesson use sounds that children are secure with. If a child is struggling to keep up, they will access tutoring. If a child is advancing faster than their peers, they will be informally assessed and will move groups if appropriate to ensure they are always learning.

Year 2 Summer term to Year 6

Lessons should be timetabled to ensure 2 weeks are spent on each reading strategy. An extract should be used across 2 days to ensure children have a chance to deepen their understanding.

On day 1, children will learn and discuss any key vocabulary they need to know to understand the extract. They will read the extract as a choral read with the teacher then read it with a partner and reread the extract independently to build confidence, understanding and fluency. They will then apply the reading strategy they have been learning that week alongside any they have previously been taught to add thinkalouds to their extract. Teachers should promote discussion of these thinkalouds and prioritise high level thinkalouds rather than a certain quantity of thinkalouds. On day 2, children will reread the extract and look over their thinkalouds from the previous day. They will read with a partner swapping every sentence to ensure both children are engaged. They may wish to add a thinkaloud if they have discussed something with their partner.



They will then answer SATs style comprehension questions about the extract. Lesson time should be spent discussing what the questions are asking them and thinkalouds can be used around the questions to support children's understanding if needed. Time will be spent at the end of Day 2 going through the answers to the comprehension questions. These questions must be self, peer or teacher marked at the end of the lesson and the teacher should be roaming during the questions or working with a group. Where children have got an answer incorrect, it is important that they correct their answer to help them to understand how to complete these questions in the future.

Shared Reading

Choosing the text

The first step of Shared Reading is choosing a high-quality challenging text. This should provide a clear challenge for all members of the class.

A good rule of thumb is that the higher attaining children in the class should be able to read the text fluently but not be able to comprehend it fully. Children should not be able to access the text without your guidance; therefore, you will have the opportunity to teach them new skills throughout the sessions.

There should be a wide range of texts used, such as fiction, non-fiction and poetry. Where possible, the texts should be linked to topic and/or the current Talk 4 Writing unit. There may be suitable texts to use from the Pie Corbett reading spine.

The text should be chosen according to which will best support the teaching of the skills. In KS2, there is a range of designated Shared Reading texts that can be found in the reading cupboard.

Planning the sessions

The next step of Shared Reading is the planning. Year group teachers should plan lessons together based on key reading strategies. To help plan the four sessions during the week we have created a crib sheet to guide your professional discussions. These sheets should be displayed in the classroom.

Layered Reading

In a nutshell, Layered reading is the choices you make as a teacher when introducing a text to the class. On the first read you can choose whether you read the whole text (contiguous), reveal the text line by line or whether as a teacher you choose parts of the text that have a common theme (leapfrog).

The next step of Layered Reading, once you have read the text with the children, is to model your thought process to the children using a set of 'Think Alouds'. These are thought bubbles around the text that as experienced readers we do naturally without thinking. Developing readers need this process to be modelled. Children will use different colours for each reading strategy 'Think Aloud'.

Anchor Charts

Anchor charts should be used to document learning of the reading strategies and displayed on the reading washing line.



Group Reading

Over the two weeks that you are looking at a reading strategy, it is important to hear every child read. The teacher should use this to inform any children who need pre reads or additional fluency reading to ensure they are able to access the extract with fluency, accuracy and understanding.

The teacher should also use this reading as an opportunity to assess children's reading ability and identify if any children need additional scaffolding.

Where children are struggling to comprehend the text and answer SATs style questions. Guided groups should be set up to work with these children.

When an adult works with a group, notes should be made on the success of the group, whether children have met the objective and whether they need future support. This should be used to inform assessments and planning.

Speaking and Listening in group work

When discussing literature, the teacher should model, and expect from children, high-quality responses with evidence and explanations provided to support. Children need to be able to say a response before they can write one; developing this skill at primary school is vital for success at secondary.

Teachers should model and encourage children to make good use of sentence stems (e.g. "The author has used the word _____ to suggest _____, as the word _____ has connotations of _____"). The teacher should expect children to always answer in full sentences during discussions.

Assessment

The National Curriculum should be used to assess children's reading levels. These should be informed by your assessments within lessons, group reading records and evidence within reading response books. Formal tests should be taken once a term and the question level analysis of the children's answers used to inform future planning.

Reading Outside the Lesson

Whole Class Story Time

At 3 pm, the school bell will ring. This signifies the start of whole class reading time. With only the exception of PE, all activities should cease at this time and story time begins.

Free / Independent Reading

Children should have opportunities to read independently for pleasure during the week. Opportunities for children to read should be maximised in library time and children should also have the chance to read silently in class. This could be a 10-minute slot either straight after break time or lunch time.

Children will need to be taught the expectations around independent reading so that learning time is not wasted during the session. This should be displayed to the children in the form of an anchor chart displayed on the Reading washing line. They should also be taught the 'Five Finger Rule'. This is a simple strategy so that children can independently assess if a book is at the correct level.

Adults could use this opportunity to listen to children read.



Reading Fluency

In addition to the range of reading skills, we are aware of the importance of reading fluency. In school we have Five Minute Readers. Children should be heard to read three times a week for five minutes. Questions to develop comprehension skills should not be asked at this time.

The adult who reads with that child should tick their name off on a laminated sheet to record who has been heard read that week.

In addition to this, we may use timed reading fluency extracts, using a range of strategies such as: choral reading (everyone reads together); echo reading (teacher reads and children repeat); teacher reading (modelling); and paired reading.

Home Readers

As well as guided reading, children should be provided with an individual reading book that will be taken home for children to read with their parents. The purpose of individual readers is for children to practice reading skills, build on confidence and fluency.

Shorter reading books should be changed weekly to allow children to re-read for fluency. The evidence of the children reading should be recorded in their reading records by the child's parent. There is an expectation that children read every night.

The book band colour-coded levels in KS2 and RWI phonics groups in EYFS and KS1 should be used as a guide when picking out appropriate books for home reading.

Initially, if you're unsure of the correct level for a child in KS2, an adult should undertake a running record with the child. This would take the form of listening to a child and recording the number of errors they make. If the child makes more than ten errors per 100 words read, then the book is too hard for them to read at home. If the child makes less than five errors per 100 words, the book is too simple.

Library Books

Children will visit the school library every other week. Every child should take out a book, which can be read during free reading time.

Cross-Curricular Reading

Every opportunity should be taken to read across the curriculum. Children should be provided with chances to practise their reading skills whenever possible. This could be during lessons such as topic, maths and outdoor learning. There should be topic related reading sessions in the topic weeks.



Appendix 1 - Key Stage 1 – Sample Phonics Planning Sheet

Speed Sounds				Word Time			
Sound	Say the sound	Read the sound	Review the sounds	Read the words	Review the words	Spell with Fred fingers	Hold a sentence
Review previous set 1 sounds. New sound: ay Monday	Say the sound without showing the Speed Sound Card. MTTT. Show the Speed Sound Card (picture side) Explain the picture. Say: ay- may I play? Say one of the words listed on the Speed Sound card in Fred talk. Children repeat in Fred Talk, then say whole word. MTTT. Choose 3-4 words.	Show picture side. Say the phrase. Show the letter side. Say the sound. ay	Spot the newsound in the pack. ay	Use Phonic Green Word Cards. Special friends, Fred talk, read the word. day, play, may, way, say, spray,	6 Word Time 1.7 word cards. 2 nonsense words with ay	d-ay p-lay m-ay w-ay l-ay s-p-r-ay	Can a cat play?
Review previous sounds: ay, ee New sound: ee Tuesday	Say the sound without showing the Speed Sound Card. MTTT. Show the Speed Sound Card (picture side) Explain the picture. Say: ee-what can you see? Say one of the words listed on the Speed Sound card in Fred talk. Children repeat in Fred Talk, then say whole word. MTTT. Choose 3-4 words.	Show picture side. Say the phrase. Show the letter side. Say the sound. ee	Spot the newsound in the pack. ee	Use Phonic Green Word Cards. Special friends, Fred talk, read the word. see, three, been, green, sleep, seen	4 word Time 1.7 word cards + day, stay 2 nonsense words with ee.	s-ee th-r-ee b-ee-n g-r-ee-n s-ee-n s-l-ee-p	Keep off the grass.
Review previous sounds: ay, ee New sound: igh Wednesday	Say the sound without showing the Speed Sound Card. MTTT. Show the Speed Sound Card (picture side) Explain the picture. Say: igh- fly high Say one of the words listed on the Speed Sound card in Fred talk. Children repeat in Fred Talk, then say whole word. MTTT. Choose 3-4 words.	Show picture side. Say the phrase. Show the letter side. Say the sound. igh	Spot the newsound in the pack. igh	Use Phonic Green Word Cards. Special friends, Fred talk, read the word. High, night, light, fright, bright, might.	4 word Time 1.7 word cards + three, sleep 2 nonsense words with igh.	h-igh n-igh-t l-igh-t f-r-igh-t b-r-igh-t m-igh-t	I sleep at night.
Focus sounds ay, ee, igh Thursday Lesson 1	Review the sounds ay, ee, igh, ng, nk, qu, th, z, x, sh	Read the words day, three, light, spray, seen, high	Review the words 6-8 Word time 1.6/1.7 cards		Reading assessment vray, treak, glight		
ay, ee, igh Friday Lesson 2	ay, ee, igh, ch, sh, nk, qu, th, j, v	may, been, might, play, sleep, bright	6-8 Word time 1.6/1.7 cards		shay, cheeth, quigh		

Appendix 2 – The Five-Finger Rule

5 FINGER RULE

What To Do: Pick a book. Open the book to any page. Put one finger up for each word you don't know.

0-1 Too Easy

1-2 Perfect Choice

3-4 Give It A Try

5+ Too Hard



Appendix 3 – KS2 Book Band Colour Scheme

The table below shows the order of the colours and where children should be in each term and by the end of the year group they are currently in. It also details the expected Lexile levels.

Year	Term	Phase	Phase/Lexile
KS2 WTS but not RWI	Summer	White	575 - 625
	Summer	Lime	625 - 650
Year 3	Autumn	Brown A	625 - 725
	Spring	Brown A/B	
	Summer	Brown B	
Year 4	Autumn	Grey A	725 - 750
	Spring	Grey A/B	
	Summer	Grey B	
Year 5	Autumn	Dark Blue A	750 - 900
	Spring	Dark Blue A/B	
	Summer	Dark Blue B	
Year 6	Autumn	Dark Red A	900 - 1000+
	Spring	Dark Red B	
	Summer	Dark Red B/C	

Appendix 4 – KS1 and KS2 Reading Sequence and Strategies

Predicting

Think about:

- ❖ What the text is going to tell you
- ❖ Anticipating what might happen next

Inferring

Think about:

- ❖ Using the text clues and what you already know
- ❖ Figuring out what's not directly stated

**Connecting/
Feeling**

Think about:

- ❖ Your background knowledge and experiences
- ❖ Connecting the information to your life
- ❖ How the story is like another story or text
- ❖ Understanding how the text is like the world around you
- ❖ What the text reminds you of
- ❖ How you feel when you are reading the text
- ❖ How your feelings change throughout the text
- ❖ Why you feel that way

Questioning

Think about:

- ❖ Why something is or is not happening
- ❖ Why a character feels or acts a certain way
- ❖ Things you are confused by
- ❖ Words you don't know the meaning of
- ❖ Re-reading to clarify what you've read

Summarising

SUMmarise It

- S**horter than the text
- U**se your own words
- M**ain ideas only

Think about:

- ❖ Identifying the most important ideas or information
- ❖ Classifying or sorting the information that you read
- ❖ Inferring and drawing conclusions

Evaluating

Think about:

- ❖ Your opinion of the text and how well you understand it
- ❖ Whether applying what you read makes sense
- ❖ Determining the author's purpose
- ❖ How you could use what you've read



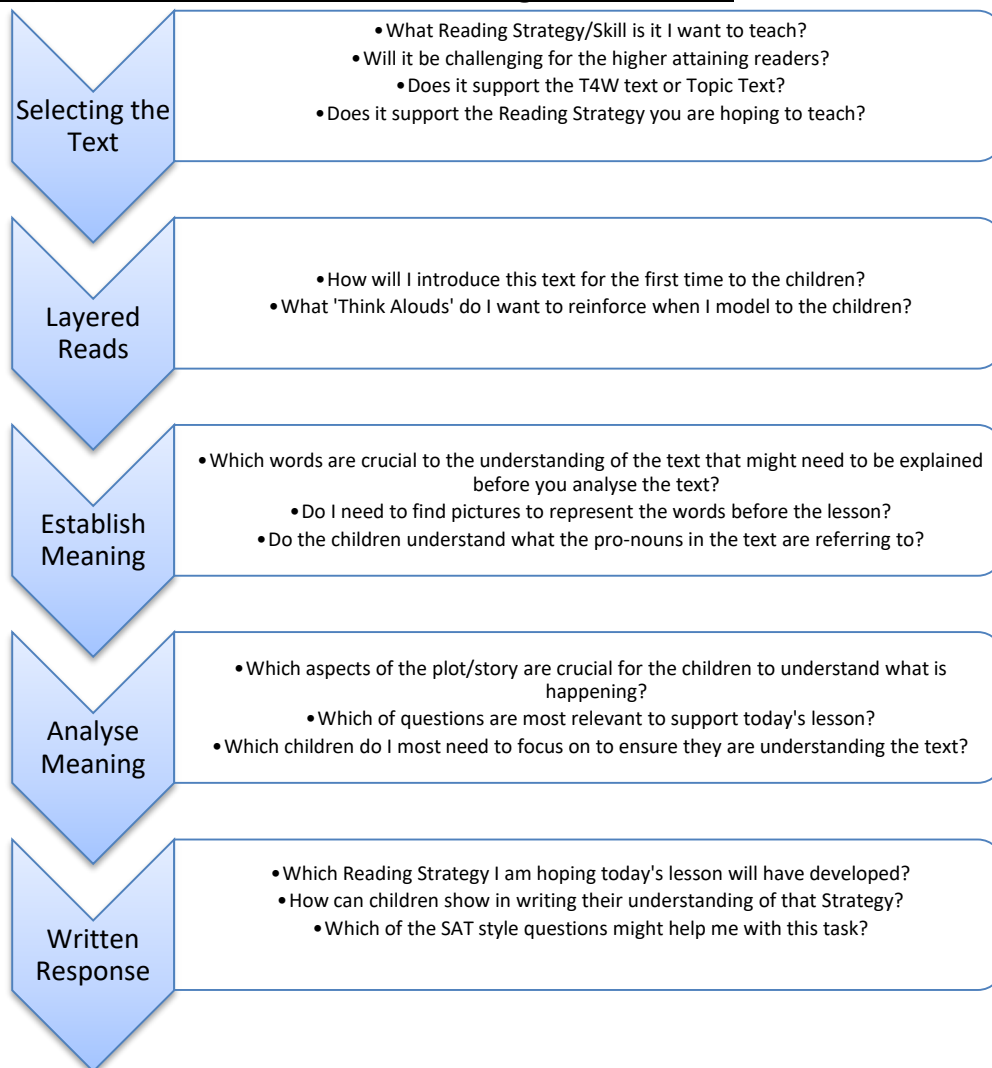
Reading Strategies Teaching Sequence

Weeks	Shared Reading Teaching Focus	Guided Reading Practice Focus
1-2	Predicting	Predicting
3-4	Inferring	Predicting and Inferring
5-6	Connecting/Feeling	Predicting, Inferring, Connecting/ Feeling
7-8	Questioning	Predicting, Inferring, Connecting/Feeling, Questioning
9-10	Summarising	Predicting, Inferring, Connecting/Feeling, Questioning, Summarising
11-12	Evaluating	Predicting, Inferring, Connecting/Feeling, Questioning, Summarising, Evaluating

As individual reading strategies are taught, anchor charts will be created and displayed for the children to refer to during independent reading.

Once all of the reading strategies have been explicitly taught, the assessment of reading within an individual class will guide the teachers in planning for the strategies that they need to focus on further.

Appendix 5 – Shared Reading Crib Sheet





Appendix 6 – Written response to Reading – SAT style questions
Check for Understanding Prompts to be used in Guided and Shared Reading.

Question ____

Using information from the text, tick one box in each row to show whether each statement is either **True** or **False**.

	True	False
[Add in here statement 1]		
[Add in here statement 2]		
[Add in here statement 3]		

Question ____

Using information from the text, tick one box in each row to show whether each statement is either **a Fact** or **an Opinion**.

	Fact	Opinion
[Add in here statement 1]		
[Add in here statement 2]		
[Add in here statement 3]		

Question ____

Look again at the text you have been reading today.

Find and copy **[One Word]** or **[One sentence]** that shows the main character in this text is feeling **[Add in here an emotion]**.



Question ____

Number these events from 1 – 6 in order in which they happen.

The first and last event have been done for you.

[Add in here an event from the text]	
[Add in here the 1 st event from the text]	1
[Add in here an event from the text]	
[Add in here an event from the text]	
[Add in here the last event from the text]	6
[Add in here an event from the text]	

Question ____

Look again at the text you have been reading today.

According to the text, what **[Add in here a question based on a fact either stated or implied in the text]**?



Question ____

Look again at the text you have been reading today.

According to the text, give one way that **[Add in here a character from the text]** are ...

(a) similar to **[Add in here another character the children are aware of]**.

(b) different from **[Add in here another character the children are aware of]**.

Question ____

Look again at the text you have been reading today.

Complete the sentence below.

[Add in here the start of a fact from the text] ...

Tick **one**.

[Add in here a possible ending to the fact above]

[Add in here a possible ending to the fact above]

[Add in here a possible ending to the fact above]

[Add in here a possible ending to the fact above]



Question ____

Look again at the text you have been reading today.

... **[Add in here a sentence from the text with one word in bold italics]** ...

What does the word **[Bold Italic Word]** mean in this sentence?

Tick **one**.

[Add in here a synonym of the
Bold Italic Word]

[Add in here a synonym of the
Bold Italic Word]

[Add in here a synonym of the
Bold Italic Word]

[Add in here a synonym of the
Bold Italic Word]

Question ____

According to the text, **[Ask a question that has two explanations either explicitly or implicitly answered in the text]**?

Give **two** reasons.

(1) _____

(2) _____



Question ____

Look again at the text you have been reading today.

Which statement is the **best** summary of the whole text?

Tick **one**.

[Add in here a possible
summary of the text]

[Add in here a possible
summary of the text]

[Add in here a possible
summary of the text]

[Add in here a possible
summary of the text]

Question ____

Look again at the text you have been reading today.

Find and copy **[One Word]** or **[One sentence]** that shows the main character in this text is **[Add in here something the main character is thinking or feeling in the text]**.



Question ____

[Add a section from the text the class have been reading and highlight a word or phrase by using *bold italics*]

What do the words [add the *bold italic words here*] mean in this sentence?

Question ____

Look again at the text you have been reading today.

... [Add in here a figure of speech from the text] ...

What does [Add in here the figure of speech from above] mean?

Tick **one**.

[Add here a possible meaning
of the figure of speech]

[Add here a possible meaning
of the figure of speech]

[Add here a possible meaning
of the figure of speech]

[Add here a possible meaning
of the figure of speech]



Question ____

Look again at the text you have been reading today.

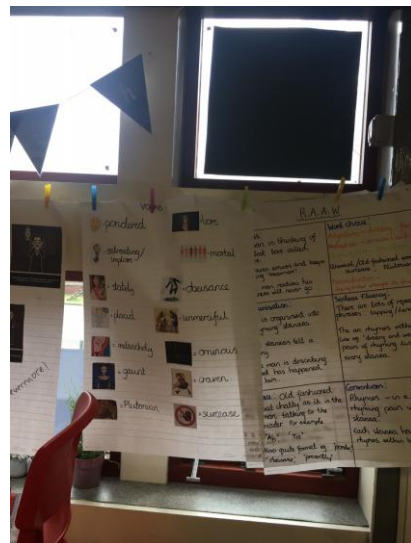
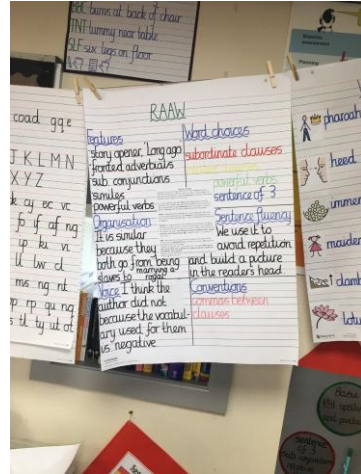
[Add in here a question about the text the children have been readings such as what impression do you have of the main character at this point in the text]?

Give two **[Add in here a word that links to the question stem such as impressions]**, using evidence from the text to support your answer.

[Add in here a word that links to the question stem such as impressions],	Evidence
<hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



Appendix 7 – Examples of Reading Anchor Charts & Displays





Appendix 8 – Guided Groups/Guided Intervention Crib Sheet

Guided Group Reading Session Structure

Introduction	<p>Pupils are asked to:</p> <ul style="list-style-type: none">- Comment on their prior knowledge of the topic/similar books- Make predictions <p>Adult: To remind the children of the strategy learnt last week. Use this as a focus today. Use the reading response posters for guidance on questions to ask.</p>
Decoding and Vocabulary Check	<p>E.g. 'What could you do if you get stuck on a word? 'What could you do if you don't know what the author is saying?' or 'What strategies could you use to work out the meaning of the unknown word?'</p> <ul style="list-style-type: none">- The children should suggest the range of decoding and vocabulary strategies that they have been taught to support them with accessing the text.-
Independent Reading	<p>The children: Read to themselves, at their own pace (silently or using a 'private voice')</p> <p>The teacher: Gives some or all pupils in the group some focused attention to monitor accuracy, fluency and comprehension.</p>
Returning to the Text	<p>The teacher: Identifies and discusses with the children, elements which may require clarification.</p> <p>Promotes pupil interaction, e.g discussions in pairs, group discussion where pupils build on contributions of others.</p> <p>Revisits the key objective and exemplifies through teacher modelling/peer demonstration.</p>
Response and Next Steps	<p>The teacher: Listens and respond to children's responses.</p> <p>Makes a link in to other sessions.</p> <p>Reinforces the reading strategies.</p> <p>Give children a task to do in their Reading Response Book. Monitor and mark during the session.</p>