



# READING



## VISION STATEMENT

At Lancasterian, reading opportunities allow pupils to explore new worlds, develop their vocabulary and build a more in-depth knowledge of the intended audience and purpose. It provides opportunities for our pupils to view text and reading as purposeful and essential to everyday life. Through exploring different text types to explain, persuade, argue and evaluate among others, pupils' develop a knowledge of themselves and the world in which they live. It also presents opportunity to develop an appreciation and love of reading.

# READING NON-NEGOTIABLES

1:2:1 or small group (where appropriate) reading is an essential part of teaching reading at Lancasterian. This could be timetabled into different parts of the day or as part of a larger daily reading session, possibly after lunch.

It is expected that

- Each pupil or group of similar ability pupils will **read at least once a week**
- Enough time is given in the session to cover **both parts each time**
  - 1) Reading strategies
  - 2) Reading and questioning
- The **assessment sheet at the end of this document, comprehension sheets** or another agreed format will be used by Teacher or TAs to record the content of the session and be used to evidence progression
- Evidence can be stored in a reading folder/ individual folders/ pupils English book (**somewhere easily accessible**)

## **Involving parents and home reading- (ENCOURAGED NOT non-negotiable)**

- Pupils can take a coloured book band or chosen non-fiction book **home with them to practice reading** and celebrate this with parents.
- The home reading book to be **changed** when it is finished (they do not need to be able to read this fluently) or if a pupil isn't enjoying it
- If home reading books are **not returned**, teachers will phone home to chase it. If it is still not returned the pupil will not be able to take any further books home.
- Parents will be encouraged to share stories, books and online books with their children.

# SUGGESTED READING DELIVERY

1:2:1 or small group (where appropriate) reading is an essential part of teaching reading at Lancasterian. This could be timetabled into different parts of the day or as part of a larger daily reading session, possibly after lunch, offering different reading opportunities (see below).

## Reading box or area:

Have a reading box of themed books linked to the English theme/a cross-curricular theme/a chosen theme by the class/ pupil interests. This could be a selection of novels and stories as well as non-fiction texts.

## Props and puppets:

Have props and puppets which allow pupils to retell a selected book/ create a play/ act like or explore a character.

## Library visit:

Visit the school library to select their own book/ read in the library.

## Read aloud:

Pupils sit on a carpet, blanket, around a table etcon to listen to a story being read aloud to them.

## Additions:

Pupils add actions or sound effects to specific words as an adult reads aloud.

## Read aloud:

Pupils read to each other and use a question dice, question cards or comment boards to talk about the text.

## Word practice:

Using Oxford Reading, Teach you Monster to Read, phonicsplay, topmarks games clicker 8 etc.

**Share a book and practice their book handling skills.**



**These are just suggestions.  
Please share others!**

## 1:2:1 or small group reading with an adult

- 1) Reading strategies
- 2) Reading and questioning



# READING RESOURCES IN SCHOOL

## Individual readers:

- There are phonic readers which focus on certain sounds (these allow even beginner readers to read with confidence as they ONLY contain the sounds the pupil already knows) PLEASE USE THE 'LITTLE WANDLE' SCHEME DURING PHONIC SESSIONS.
- There are older readers which are simpler texts designed for an older audience.
- There are comic style books for reluctant readers.
- There are colour banded reading books.
- There are guided reading books perfect for small group reading sessions- if you have pupils working at similar levels this is a good alternative to 1:2:1 sessions. These books can be used as individual readers but **please return them to the set when done. These are NOT to go home.**

## Reading teaching resources:

- There are Big Books, fiction and non-fiction, hanging in the library designed for sharing and keeping the attention of groups.
- There are story bags with text and props.
- Example non-fiction texts are in hanging bags on the rail in the library.
- The theme folder on the shared drive
- Inference file with a bank of resources (see Jackie)



Please add example non-fiction texts to the appropriate hanging bag and add good teaching resources to the folder on the shared drive.

Sharing is caring!

# ONLINE READING RESOURCES

## Welcome to Oxford Owl

Discover expert advice, educational resources and free eBooks to support children's learning at primary school and at home, from Oxford University Press.



### Oxford Owl for School

Teaching resources and expert school improvement support

- Award-winning subscriptions and leadership support
- Professional Development and best practice advice
- Free teaching resources and eBooks

Log in

Join us

About Oxford Owl for School >



### Oxford Owl for Home

Free resources to support learning at home

- Advice and support for parents
- Educational activities and games
- Free eBook library for 3- to 11-year-olds

Enter site



Home About Thanks Download Contact

Make a donation with goldengiving

Literacy Number Time and Money Typing Memory and Matching

Search this website

## Storyline Online

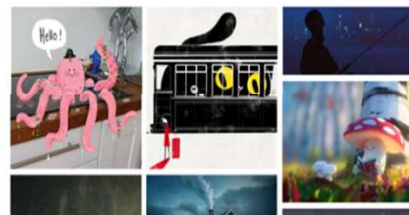
Stories read by celebrities

<https://www.storylineonline.net/>

## Once Upon a Picture

IMAGES TO INSPIRE THE COLLECTIONS MORE ABOUT

### IMAGES TO INSPIRE

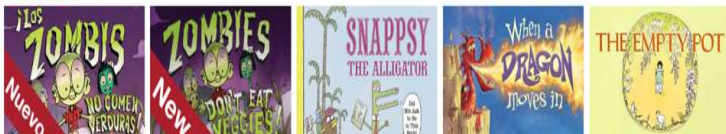


## Literacy Shed

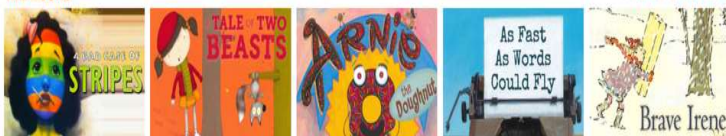
HOME THE LITERACY SHED BLOG CPD CONFERENCE ABOUT BOOK OF THE WEEK



JUST ADDED



ALL BOOKS





# 1:2:1 OR SMALL GROUP READING DELIVERY

## 1:2:1 or small group reading with an adult

- 1) Reading strategies- introduce new, key words, recap required words/ sounds, practice 'tricky words', blending, context/picture clues, grammar, pronunciation, intonation etc.
- 2) Questioning to aid comprehension (3 levels to **teach** greater understanding and depth)

Complete the 'Little Wandle' placement assessment to identify the correct level of the pupil

## 1) Reading- strategies for reading unknown words

### **Blending:**

Blending is the skill that helps us read, especially when confronted with unfamiliar words. It involves pushing together the sounds of the letters in the word in order to create the whole word. For example, a pupil trying to read the word 'fish', will isolate each of the letter sounds. When these three sounds are said in sequence, the word 'fish' is spoken.

### **Blending for reading activities:**

<https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/weekly-reading-and-phonics/>

Video examples of different activities for each phase and additional suggestions in the 'Rapid Catch Up' and 'Daily Keep Up' sections.

### **Other activities:**

- Dynamic blending- present word card. Ask pupil to say the sounds as you move your pen across the word. Pupil say the sounds in a dynamic blend and say the word they can hear forming.
- Blending bricks- present the bricks with the sounds written on separately. Pupil says the sound as they push the bricks together.
- Highlight and blend- write the word on a clear window. Pull a contrasting colour slider across the word- say each sound as revealed and blend.
- Speed blending- present the word. Pupil says the sound as your pen moves along the word. Can only say the sound as the pen points to it. As soon as the last sound is said race the pupil to be the first to say the word for a point.

## **1) Reading- strategies for reading unknown words**

### **Picture clues:**

Look at the picture. What can the pupil see? What sound does the unknown word start with? What pictures also start with that sound? Does it make sense for it to be that word?

### **Context clues:**

Use the context of a sentence to identify what the word might be i.e. "*I went for a ride on my \_\_\_\_\_. I had to pedal very fast*" Use questions to help pupil identify unknown word from the clues- "what can you ride?" "Which of those have pedals?"

### **Book clues:**

Look back in the book. Have we seen that word before? Sometimes a pupil will remember it if they see it again in a context where they have already read it.

### **Onset and rime**

Can you think of another word that looks the same at the end? What sound does that word end with? Now add the first letter sound.

### **Search**

Can you see any smaller words you know hiding in the larger one? Can you join them together? Can you sound out the bit you don't know and then say the word you do to help you?

### **Syllables**

Can you split the word into syllables and say/clap and say each syllable in order to make the whole word?

### **Imagine**

Which words might we expect to find in a book on this topic? Which ones start with the right letter? Can you image or guess what the word might be? What would make sense at this point in the text?

### **Pronunciation:**

Practice saying words in different ways i.e. loudly, quietly etc. to correct pronunciation. nB; regional differences

## **1) Reading**

### **Grammar:**

- Ask pupils to identify different punctuation marks in the text. What does it mean? What do we have to do when we see it? E.g. full stop- stop and take a breath. If it's a new punctuation mark ask the pupil to identify it and try reading that sentence first as a practice before reading the whole page. If pupils struggle to remember a particular punctuation mark photocopy the page and ask them to highlight the punctuation before reading or attach an action to it to help them remember.
- **Use this opportunity to reinforce concepts being taught in English lessons i.e. identify all the adjectives on a page/ make a list of all the time connectives while you read together/ identify character speech- how do you know? (link to punctuation)/ identify alternatives for 'said'**

**Link to a personal target for the pupil- something they are finding difficult in whole class sessions**

### **Intonation:**

- Practice reading sentences in different ways to develop intonation and flow.
- Explore how different characters may use different voices depending on their age, role, other identifying features.
- Look at how different words need to be read to portray how a character is feeling e.g surprised (link to punctuation)
- Identify the word used instead of 'said'. How does that give clues as to how the sentence should be read aloud?
- Explore how changes in pitch help the listener identify if the sentence is a question (higher pitch at the end of the sentence) or a statement.
- Look at how text is written- how should you read it if it tails off/becomes smaller? How should you read the word in bold/ capitals? Etc.

### **Self checking as they read:**

Use questions to help pupils identify their own mistakes- does that sound right? Does it make sense? What could it be?



## 2) Questions

Types of questions:

- **Literal-** the answer is in the text. They can find the answer by reading the lines “exactly” as they are written. Pupil’s look for answers which are “right there”.
- **Inferential-** the answer requires reading “between the lines”. The pupil needs to think about the question and then search for the answer. They might need to put some pieces of what they’ve read together in order to answer the question.
- **Critical-** the answer requires reading “beyond the lines”. The pupil will need to use information known to them, their opinion or experience, to help them answer the question.

Examples:

### **Literal**

- Who was in the story?
- Where did the story happen?
- What happened on page \_\_\_?
- What colour is the \_\_\_\_\_?
- Show me \_\_\_\_\_.
- What was the problem?
- How did the story end?

### **Inferential**

- How did \_\_\_\_\_ feel when \_\_\_\_\_ happened? How do you know?
- Was the problem solved in a good way?
- Describe the main character.
- Was the main character brave?
- Tell me about \_\_\_\_\_ event.
- Why is \_\_\_\_\_ [shivering]?

### **Critical**

- What was a different way the story could have ended?
- Is there a lesson to be learnt from this story? How did the author communicate this?
- Can you think of another story with the same moral? Which story portrays it better?
- Can you make links between you and the main character? In what ways are you alike/different?
- Is [a forest] a safe place to go alone?
- What is the best type of pet?

Remember you can also ask questions at the beginning:

- What do you think the book will be about?
- What do you know about the topic? Etc.

And during:

- What’s happened so far?
- What questions do you have?
- What might happen next? Etc.

As well as at the end:

- What was your favourite part?
- What happened?

# **1:2:1 OR SMALL GROUP READING CRIB SHEET**

## **1) Reading strategies**

- Introduce new words
- Introduce key words
- Recap required words/ sounds
- Practice 'tricky words'

Strategies for unknown words:

- Blending
- Picture clues
- Context clues
- Book clues
- Onset and rime
- Search
- Syllables
- Imagine
- Pronunciation

Teach:

- Grammar
- Intonation
- Self-checking skills

## **2) Questions**

- **Literal-** the answer is in the text.
- **Inferential-** the answer requires reading "between the lines".
- **Critical-** the answer requires reading "beyond the lines".

**End the session with a positive and a challenge:  
"I really liked how you... Next time let's try..."**



## ASSESSMENT SHEET

Use the following sheet to record where the pupil is up to in the different areas. This acts as evidence of learning in reading so far, evidence of progression and as a reference guide for adults working with the pupil in the future.

Evidence can be stored in a reading folder/  
individual folders/ pupils English book  
**(somewhere easily accessible)**

Full page PDF version/ word document saved in  
**T:\School Staff\4. Curriculum\3. Formal Curriculum (subject areas)\English**

|                  |   |  |
|------------------|---|--|
| <b>Date:</b>     | <b>Phonics</b><br>Phase 1 2 3 4 5 (Please circle)<br>Phoneme/ Grapheme:<br>Tricky words:  |  |
|                  | <b>Reading</b><br>Book/ Text title:   | <b>Reading Strategies:</b> (Please tick) <ul style="list-style-type: none"> <li>• Introduce new words required for book</li> <li>• Recap required words/ sounds</li> </ul> Strategies for unknown words: <ul style="list-style-type: none"> <li>• Blending</li> <li>• Picture clues</li> <li>• Context clues</li> <li>• Book clues</li> <li>• Onset and rime</li> <li>• Search</li> <li>• Syllables</li> <li>• Imagine</li> <li>• Pronunciation</li> </ul> Taught: (Please tick) <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Intonation</li> <li>• Self-checking skills</li> </ul> |
|                  | <b>Questions</b><br>Type of questions asked (Please tick when asked and cross out when achieved) <ul style="list-style-type: none"> <li>• <b>Literal</b>- the answer is in the text.</li> <li>• <b>Inferential</b>- the answer requires reading "between the lines".</li> <li>• <b>Critical</b>- the answer requires reading "beyond the lines".</li> </ul> |  |
| <b>Comments:</b> |   | <b>Next Steps:</b>   |