

SWINFORD CE PRIMARY SCHOOL READING STRATEGY

Updated - August 2024

"Inspiring confident learners who thrive in an ever-changing world"

rooted in our Christian values of

"Love your neighbour as yourself". Mark 12:31

Reading underpins all the areas of the curriculum. We want our children to leave Swinford CE Primary School having been immersed in a wide range of quality texts and enjoying reading for pleasure. We believe that reading can transform lives, empower people and help address personal issues including with mental health.

PHONICS

INTRODUCTION

We use the Little Wandle Revised Phonics & Early Reading scheme. Phonics is taught from the beginning of EYFS (Year R), to the end of Year 1 systematically using the plans from the scheme. Children are taught in whole class groups by fully trained members of staff.

ASSESSMENT

Children are assessed half-termly as they progress through the Phonics scheme to check they are on track. These assessments are used to plan for any children that are 'falling behind' and these children then receive immediate 'Keep-Up' intervention, to close any gaps. All children in Year 1 will participate in the statutory Phonics Screening Check at the end of Year 1. Any Year 2 children that did not pass this Phonics Screening Check at the end of Year 1 will retake this at the end of Year 2.

INTERVENTION

Phonics interventions are used to ensure children 'falling behind' are supported to 'close the gap':

- **Little Wandle 'Keep-Up' Intervention** - This happens at least three times per week using the Little Wandle 'Keep-Up' scheme, led by a fully trained member of staff
- **Quickfire Formative Intervention** - This happens when needed (it may take place during Collective Worship or later in the day following a Phonics session) and is a 5-10 minute quickfire intervention session led by a fully trained member of staff who may have noticed an emerging gap from a Phonics session or from a Little Wandle Reading session
- **Targeted Individual Reading** - This happens a minimum of twice a week with a member of staff or parent helper to allow for additional phonological and reading practise

READING BOOKS

Children in EYFS take home three reading books per week, to practice their phonological skills and reading:

- **1x 'Showing Off' Book** - The book they have read 3x across the week in their Little Wandle Reading group and this is a Collins Big Cat book
- **1x 'Practice' Book** - A previously unread book, that is matched to their reading level and allows children to practice their phonological skills
- **1x 'Sharing' Book** - A book related to the half-termly topic in class, that parents share with their child (read it to them); this is usually of a higher level and a high-quality vocabulary rich text

HOME-SCHOOL PARTNERSHIP

We recognise the importance of helping parents to understand teaching of phonics, but also that many parents will not have the knowledge and confidence to deliver phonics independently. We resolve this by having:

- **Open Parental Sessions** - Termly sessions where parents can watch Phonics being taught by fully trained staff members
- **Phonics Workshops** - An open workshop delivered by the Phonics & Reading Lead discussing Little Wandle Phonics
- **Access to Little Wandle Parent Section** - All parents have access to the parent section of the Little Wandle website, which has FAQs, videos and other resources to support their understanding etc.
- **Glossary Terminology** - Little Wandle glossary information is included in children's Home-School Records (HSRs) for parents

PHONICS OVERVIEW

All Children:	Some Children:
5x Little Wandle Phonics Sessions (per week)	Little Wandle 'Keep-Up' Intervention
Little Wandle Group reading (3x per week)	Quickfire Formative Intervention
3x Reading Books (per week - linked to phonological stage)	Targeted Individual Reading

YEAR 1 READING

INTRODUCTION

All Year 1 pupils will be part of a Little Wandle reading group that meet 3 times a week. In session one, the book is introduced, and read. In session two the learning is recapped from session 1 and then prosody is worked on. In session three, the previous sessions are recapped and after reading the book again, the comprehension questions are orally discussed and answered. The child then takes this book home to "Show off" their reading at home.

READING BOOKS

Children in Year 1 take home three reading books per week, to practice their phonological skills and reading:

- **1x 'Showing Off' Book** - The book they have read 3x across the week in their Little Wandle Reading group and this is a Collins Big Cat book
- **1x 'Practice' Book** - A previously unread book, that is matched to their reading level and allows children to practice their phonological skills

HOME-SCHOOL PARTNERSHIP

We recognise the importance of helping parents to understand teaching of phonics, but also that many parents will not have the knowledge and confidence to deliver phonics independently. We resolve this by having:

- **Phonic Parental resources** - Our class newsletters signpost parents to the Little Wandle parent videos which help parents to see how the sounds are taught in school.
- **Phonics Workshops** - An open workshop delivered by the Phonics & Reading Lead discussing Little Wandle Phonics
- **Glossary Terminology** - Little Wandle glossary information is included in children's Home-School Records (HSRs) for parents along with the SPAG glossary information for each year group.

BRIDGING THE GAP FROM PHONICS TO WCR

As part of the Little Wandle Scheme, there are reading books for Year 2 Autumn 1 group reads, which follow the same pattern as in Year 1. However, these are done as a whole cohort of Year 2, with children sharing the books one between two. During this term, the same pattern of focus for each session is followed as in Year 1.

From Autumn term 2 onwards, the teacher will use the Literacy shed+ comprehension materials which have a clear link to the VIPERS and cover a range of genres. Sometimes the class teacher may use other high quality texts or materials as the main stimulus which continue to work on the three main elements—securing new vocabulary, fluency and prosody and comprehension of the text.

WHOLE CLASS READING(WCR)- YEAR 2 TO YEAR 6

INTRODUCTION

Pupils have reading lessons as a whole class and these lessons feature the teacher and children reading a high-quality and challenging text, as the main stimulus. This text is dissected by the class, through questioning and discussion. These sessions include activities that enable pupils to develop skills associated with being good readers (VIPERS). Pupils become exposed to high-quality literature across different genres, and develop their speaking and listening skills. Alongside this, pupils develop comprehension skills using VIPERS, where progression is planned through each year group.

YEAR 2

Year 2 whole class reading sessions use comprehension texts from Literacy Shed+ and also use VIPERS. They experience a variety of genres and texts and this aids their transition to KS2 and builds upon their Little Wandle phonological journey.

HOW WHOLE CLASS READING WORKS

The class teacher chooses a high-quality piece of literature, poetry or non-fiction text, that is aimed at challenging pupils. This text is always at a level above one they can read independently. *The text will often be linked to the class topic.* The VIPERS focus for the session is the same for all pupils and they have access to the same activities and levels of questioning; but teaching will be adapted to pupils' needs. The teacher reads the text to the class, modelling fluency, intonation and comprehension, whilst also allowing children to read aloud too. The teacher plans and uses questioning and discussion to help pupils understand new vocabulary and develop their understanding of the text. Pupils work on activities, alone, in pairs or groups, that help them to develop their text comprehension. Activities do not always need a written outcome.

All Children:

Experience high-quality texts and hear modelled reading
Complete VIPERS themed activities

Some Children:

Have adapted teaching based on their needs
Experience scaffolded activities, with support from the CT or LSA

PARENTAL SUPPORT WITH READING

Engaging parents with reading is something we believe in strongly, as we know the positive impact this can have, ultimately resulting in fantastic reading attainment.

OPEN PARENTAL SESSIONS

As mentioned in the Phonics section, we have open Phonics sessions for parents of pupils in EYFS or Year 1 to attend, as well as the opportunity for parents to watch Whole Class Reading sessions for pupils in Year 2 to Year 6.

PARENT'S EVENING

Parents are invited into school for a parent's evening twice a year. Reading plays a big part in this discussion. Pupil progress in school will be discussed and parent's will be asked about engagement with reading at home. If appropriate, teachers will discuss the amount of reading that is being completed at home and offer support about how school can help should this be considered insufficient. Parents will also be informed about their child's current level of attainment, the amount of progress made and a target will be set for reading along with some next steps to be completed at home.

READING AT HOME

We ask parents to get their child to read at home with them on a regular basis, recording in their child's Home-School Record (HSR) when this has taken place. The amount of reading taking place at home is monitored each day, with the Class Teacher or LSA checking the HSR for evidence of this. Any child not engaging in reading at home will be considered a priority for 1:1 reading with an adult in school, either a member of staff or a parent volunteer each week.

READING BOOKS WE SEND HOME

Year 2 - Children in Year 2 who have passed their Phonics Screening will have a banded reading book and a topic book that links to their current reading level.

Key Stage 2 - Children in KS2 who have passed their Phonics Screening will have a banded reading book that links to their current reading level. Children ascend through the book band levels. Once they have reached the end of the book bands, they take a 'free reader' from the library. *Any children in Upper Key Stage 2, still on banded reading books, also have a 'free reader' book for the development of their reading pleasure.*

ASSESSMENT

SATS ASSESSMENT

All children in Year 2 and 6 will complete the Statutory Assessments in Summer Term in accordance with the Department of Education. This then gives the school data to track progress and overall attainment. To familiarise children with this process and to give Year 2 and 6 Class Teachers an accurate picture of current attainment, children will complete past Reading SATs papers throughout Year 2 and Year 6. Teachers complete question level analysis of the tests to identify gaps.

HEADSTART ASSESSMENTS

All children in Years 1, 3, 4 and 5 complete the Headstart reading comprehension tests each term. The papers are then analysed to identify any individual weaknesses or any cohort related gaps. This then informs the teachers planning and intervention plans to close the gaps.

LITTLE WANDLE PHONICS ASSESSMENTS

See the Phonics section.

ASSESSMENT OVERVIEW

All Children in EYFS & Year 1:

Take part in half-termly Little Wandle Phonics assessment (Year R and Year 1)

Complete the Phonics Screening Check (at the end of Year 1)

All Children in Year 2 and Year 6:

Complete past Reading SATs papers

All Children in Year 3, 4 and Year 5:

Complete termly Headstart reading Tests

Some Children in Year 2 and Year 6:

1:1 Reading Intervention

Some Children in Year 3, 4 and Year 5:

1:1 Reading intervention

INTERVENTIONS

INTRODUCTION

Interventions in schools can be one-to-one or delivered as a group. Some interventions are ad-hoc depending on what has been observed during a lesson and may only last for a single intervention session. Others may be longer term with a particular focus. Interventions are targeted at particular children and these may change over time depending on a number of factors.

CHILDREN WHO DID NOT PASS THE PHONICS SCREENING CHECK

Little Wandle Phonics and 'Keep-Up':

These children will continue completing Little Wandle Phonics and the 'Keep-Up' interventions into Year 2, using the assessments to evaluate any areas of need and focus in on these areas.

1:1 Reading:

These children will be heard reading each week with the Class Teacher/LSA or a parent volunteer

CHILDREN WHO DID PASS THE PHONICS SCREENING CHECK

1:1 Reading:

These children will be heard reading each week with the Class Teacher/LSA or a parent volunteer

5:6:10 Reading Challenge:

These children and parents will be challenged to read 5 days a week for 6 weeks for 10 mins a time. The children are assessed at the start of this programme and then again at the end. In the past this has been a very successful way to improve reading fluency.

READING ACROSS WITH CURRICULUM

TEXTS BASED ON HALF-TERM/TERM TOPICS

Engaging and exciting texts are selected by the Class Teachers that are suitably challenging and engaging for the children. There is a mixture of classic texts as well as more modern authors and the genres include a mix of poetry, non-fiction and fiction texts. We believe that inspiring texts featuring strong cross-curricular links will generate a love of reading amongst all pupils.

SCHOOL LIBRARY

We are very fortunate to have a wonderful school library. Our school library is stocked with a range of books at various levels. We aim to restock and continually update each year through purchases made by the school and through kind donations from parents and publishers. Pupils regularly comment on how much they love our library and selecting books from it.

BOOK BANDED BOOKS

We are very fortunate to have a well stocked book banded library which is continually supplemented year on year by kind donations from school or from FOSS (Friends of Swinford School)

WHOLE CLASS READS/BOOK SETS

We also have a growing collection of sets of texts that can be used for whole class reading or group interventions. These are from a range of genres and include scheme and non-scheme books.

CREATIVE LEARNING SERVICES (CLS) LIBRARY BOOK COLLECTIONS

In partnership with CLS, each class receives a box full of books, media and relevant artefacts each term. These resources are wonderfully diverse and feature a mixture of classic texts and newer modern ones.

READING FOR PLEASURE

Reading for pleasure increases mental wellbeing and has also been shown to have massive social advantages and can boost children's confidence for many elements of their school life and beyond into their experience of the work place, and even to support them as adults. The National Literacy Trust's research has found that children and young people who are the most engaged with literacy are three times more likely to have higher levels of mental wellbeing than children who are the least engaged (39.4% vs 11.8%).

One of the key ways that we encourage reading amongst children is by teachers saving their love of reading—talking about the books they have read recently and sharing new children's stories. We ensure that we set aside time to read aloud to the class as this helps pupils who are less fluent at reading by modelling intonation and excitement, which can further inspire a love of reading.

We ensure that in our curriculum work children read books from a range of genres, fiction and non fiction.

WORLD BOOK DAY, BOOK WEEK AND AUTHOR VISITS

Each year, we celebrate World Book Day and incorporate this into a book week. Teachers plan different reading themed activities, share their favourite stories with the children and the children can dress up as their favourite book characters if they choose. We have hosted events such as *The Masked Reader*, where children have to guess which member of staff is reading part of a high-quality text. We have also been extremely fortunate over the years to have visits from guest authors such as John Dougherty (*There's a Pig Up My Nose, Stinkbomb and Ketchup-Face Series* etc.), Paul Cookson (*Football Poems, Saturday Men* etc.) and Jeremy Strong (*My Brother's Famous Bottom Series, Rampant Romans Series* etc.).

PAIRED READING

We have paired reading sessions each term, whereby KS2 pupils can read alongside EYFS and KS1 pupils. This event has a wonderful community feel and ensures that children get to share their love of reading with children from other classes, strengthening friendships underpinned by reading.

READING EVENTS

We have run bedtime story sessions where the children return to school in the evening to hear a bedtime story. The Year 6 children have also run a reading club at lunchtimes for the younger children. In addition to this we have run book swap events, book shops, book elf, sponsored reads and holiday extreme reading events. Each summer we run a reading competition in each class to encourage the children to read over the summer holidays. We are always on the look out for new ways to encourage reading for all pupils.

BOOK CHOICES

We have a diverse range of books available in our school library offering a healthy selection of great quality, wide-ranging books to every pupil. Particularly in key stage two, peer recommendations are used to engage pupils in reading for enjoyment. and her staff are 'enabling children to read for life' and all supported with research and evidence.

READING PROGRESSION

Progression of VIPERS Skills

	Y1	Y2	Y3	Y4	Y5	Y6
Vocabulary	1. discussing word meanings, linking new meanings to those already known draw upon knowledge of vocabulary in order to understand the text 2. join in with predictable phrases use 3. vocabulary given by the teacher discuss favourite words and phrases	1. discussing and clarifying the meanings of words; link new meanings to known vocabulary 2. discussing their favourite words and phrases 3. recognise some recurring language in stories and poems	1. use dictionaries to check the meaning of words that they have read 2. discuss words that capture the readers interest or imagination 3. identify how language choices help build meaning 4. find the meaning of new words using substitution within a sentence.	1. using dictionaries to check the meaning of words that they have read use a thesaurus to find synonyms discuss why words have been chosen and the effect these have on the reader explain how words can capture the interest of the reader discuss new and unusual vocabulary and clarify the meaning of these find the meaning of new words using the context of the sentence	1. explore the meaning of words in context, confidently using a dictionary discuss how the author's choice of language impacts the reader evaluate the authors use of language investigate alternative word choices that could be made begin to look at the use of figurative language use a thesaurus to find synonyms for a larger variety of words re-write passages using alternative word choices read around the word and explore its meaning in the broader context of a section or paragraph.	1. evaluate how the authors' use of language impacts upon the reader find examples of figurative language and how this impacts the reader and contributes to meaning or mood. 2. discuss how presentation and structure contribute to meaning. 3. explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.
Inference	1. children make basic inferences about characters' feelings by using what they say as evidence. 2. infer basic points with direct reference to the pictures and words in the text discuss the significance of the title and events 3. demonstrate simple inference from the text based on what is said and done	1. make inferences about characters' feelings using what they say and do. 2. infer basic points and begin, with support, to pick up on subtler references. 3. answering and asking questions and modifying answers as the story progresses 4. use pictures or words to make inferences	1. children can infer characters' feelings, thoughts and motives from their stated actions. 2. justify inferences by referencing a specific point in the text. 3. ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. 4. make inferences about actions or events	1. ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) infer characters' feelings, thoughts and motives from their stated actions. 2. consolidate the skill of justifying them using a specific reference point in the text 3. use more than one piece of evidence to justify their answer	1. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence make inferences about actions, feelings, events or states use figurative language to infer meaning give one or two pieces of evidence to support the point they are making begin to draw evidence from more than one place across a text.	1. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 2. discuss how characters change and develop through texts by drawing inferences based on indirect clues. 3. make inferences about events, feelings, states backing these up with evidence. 4. infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text

Prediction	1. predicting what might happen on the basis of what has been read so far in terms of story, character and plot make simple predictions based on the story and on their own life experience. begin to explain these ideas verbally or through pictures.	1. predicting what might happen on the basis of what has been read in terms of plot, character and language so far make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them	1. justify predictions using evidence from the text. 2. use relevant prior knowledge to make predictions and justify them. 3. use details from the text to form further predictions.	1. justify predictions using evidence from the text use relevant prior knowledge as well as details from the text to form predictions and to justify them monitor these predictions and compare them with the text as they read on	1. predicting what might happen from details stated and implied 2. support predictions with relevant evidence from the text confirm and modify predictions as they read on	1. predicting what might happen from details stated and implied 2. support predictions by using relevant evidence from the text 3. confirm and modify predictions in light of new information
Explaining	1. give my opinion including likes and dislikes. 2. link what they read or hear to their own experiences explain clearly my understanding of what has been read to the them express views about events or characters	1. explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 2. express my own views about a book or poem 3. discuss some similarities between books 4. listen to the opinion of others	1. discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books 2. identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts 3. recognise authorial choices and the purpose of these	1. discussing words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning recognise authorial choices and the purpose of these	1. provide increasingly reasoned justification for my views 2. recommend books for peers in detail give reasons for authorial choices begin to challenge points of view begin to distinguish between fact and opinion identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader explain and discuss their understanding of what they have read, including through formal presentations and debates.	1. provide increasingly reasoned justification for my views 2. recommend books for peers in detail 3. give reasons for authorial choices 4. begin to challenge points of view 5. begin to distinguish between fact and opinion identifying how language, structure and presentation contribute to meaning 6. discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 7. explain and discuss their understanding of what they have read, including through formal presentations and debates. 8. distinguish between fact, opinion and bias explaining how they know this.

Retrieval	1. answer a question about what has just happened in a story 2. develop their knowledge of retrieval through images 3. recognise characters, events, titles and information. 4. recognise differences between fiction and non-fiction texts. 5. retrieve information by finding a few key words. 6. Contribute ideas and thoughts in discussion	1. answer a question about what has just happened in a story 2. develop their knowledge of retrieval through images 3. recognize characters, events, titles and information. 4. recognize differences between fiction and non-fiction texts. 5. retrieve information by finding a few key words. 6. Contribute ideas and thoughts in discussion	1. use contents page and subheadings to locate information 2. learn the skill of 'skim and scan' to retrieve details. 3. begin to use quotations from the text. 4. retrieve and record information from a fiction text. 5. retrieve information from a non-fiction text	1. confidently skim and scan texts to record details, using relevant quotes to support their answers to questions retrieve and record information from a fiction or non-fiction text	1. confidently skim and scan, and also use the skill of reading before and after to retrieve information. use evidence from across larger sections of text 2. read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts retrieve, record and present information from non-fiction texts ask my own questions and follow a line of enquiry.	1. Children confidently skim and scan, and also use the skill of reading before and after to retrieve information using evidence from across whole chapters or texts 2. Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. 3. Retrieve, record and present information from a wide variety of non-fiction texts. 4. Ask my own questions and follow a line of enquiry.
Summarise/Sequence	1. retell familiar stories orally e.g fairy stories and traditional tales 2. sequence the events of a story they are familiar with 3. begin to discuss how events are linked	1. discuss the sequence of events in books and how items of information are related. 2. retell using a wider variety of story language. 3. order events from the text. 4. begin to discuss how events are linked focusing on the main content of the story.	1. identifying main ideas drawn from a key paragraph or page and summarising these 2. begin to distinguish between the important and less important information in a text. 3. Give a brief verbal summary of a story. 4. Observe and learn from teachers beginning to model how to record summary writing 5. identify themes from a wide range of books 6. make simple notes from one source of writing	1. use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information 2. identifying main ideas drawn from more than one paragraph 3. identify themes from a wide range of books 4. summarise whole paragraphs, chapters or texts 5. highlight key information and record it in bullet points, diagrams, maps etc	1. summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. 2. make connections between information across the text and include this is an answer. 3. discuss the themes or conventions from a chapter or text 4. identify themes across a wide range of writing	1. summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. 2. summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas 3. make comparisons across different books. 4. summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.

ADAPTATIONS FOR SEND

Ambition and Access in Reading for pupils with SEND

The skill and enjoyment of reading is vital to all children, whatever their ability. It is imperative that we provide learning opportunities matched to the needs of children with learning difficulties and we consider each child's abilities. To ensure that all children can make progress and continually develop their skills we endeavour to create an inclusive learning environment, have high ambition for children with SEND and ensure access to materials and support meet the child's individual needs.

Create an Inclusive Environment for reading:

There should be a range of texts to meet the needs of all children in each class. These will be well organised and all children will be taught how to navigate these areas, helping them to select texts that they are able and want to read.

Children will read matched books with an adult or peers as often as possible.

Modelled, shared and peer talk is important to the understanding of what is being read, for example, the historical and geographical setting for a story can help a child's comprehension.

Ensure that the physical environment and the displayed print is accessible to the learners. Use a dyslexia friendly font or handwriting, ensuring that it is appropriately sized.

Teachers consider how words can be organised to support learners, e.g. using different colour backgrounds for different word classes, or organising words in alphabetical order.

Topic-related vocabulary that has been taught are displayed on a working wall – these will support children with both reading and writing these words.

Hearing texts beyond their fluency level ensures that children are having opportunities to extend their vocabulary. This can also free up working memory.

Use drama and role-play activities to enable children to explore the meaning of text through first-hand experience thereby deepening their understanding. Drama and role-play also provide engaging activities which are accessible to all learners.

Ambition – What are we aiming for children with SEND to achieve in this subject?

By the time children leave Manorfield, they can read for enjoyment as well as having an understanding of what they are reading so that they can be successful in everyday life. The benefits of being able to read and being a reader are:

Neurological: reading helps to develop children's brains and increases their memory function.

Educational: children will access text-based learning across all subjects and improves attention spans and can lead to better concentration.

Psychological – reading helps children to grow in confidence and independence. Reading helps children to develop a greater understanding of the world around them, human nature, and decision-making.

Socially: reading helps children to increase their social status among their peers, their selfimage and self-confidence. Reading helps to develop a better understanding of cultures and community.

Linguistics: children develop a rich vocabulary, correct grammar, improved writing, improved spelling, and articulate verbal communication.

How can we support learners who struggle with developing fluency (including phonics knowledge and word recognition)?

Whilst phonics should be the first strategy for common exception words, if children have difficulty retaining words, precision teaching and word-level interventions should be used with children. Consolidation can also come through children being able to independently revisit through accessing word mats on their tables or accessing these words on display in the classroom.

Re-reading taught or familiar texts is key to building children's confidence; have a box of taught or familiar books for individual children to independently revisit during reading lessons, reading for pleasure, paired reading or if reading with volunteers.

Ensure that children have sufficient practice in reading, and rereading, books matched to their phonic knowledge so that they can build up their bank of words that can be read speedily.

How can we support learners who struggle with comprehending texts (including vocabulary, reasoning, and print-concepts)?

Talk about the book before reading; make predictions and ignite prior knowledge by talking about what they may already know about the genre, the author, or other books they have read with a similar or the same setting. Making links with other books will support children with understanding the text they are preparing to read, whilst making predictions will support with building enjoyment – they will want to read on to find out what happens next!

Practise deepening comprehension of shorter extracts of the text, e.g., looking closely at small chunks such as sentences or paragraphs to discuss between reading. Discuss reading at smaller intervals, e.g., after each sentence or paragraph, rather than at the end of a chapter; looking for inferences and authorial word choices within sentences rather than inferences related to broader reading such as characters' motivations or themes.

Access – What amendments are made to the subject in order to help children with SEND to achieve?

Regular assessment using 2Eskimos and specialist assessments ensure that children with SEN are reading at the most appropriate level. Assessments also help to identify strength and weaknesses in reading and target teaching and focus support on the needs of the child.

Giving children opportunities for re-reading following book talk will deepen their understanding as they will be able to give greater attention to the meaning.

Support readers with understanding and retaining new vocabulary by pre-teaching new words prior to tackling the text.

Have class 'read-alouds' which gives all learners access to age appropriate texts. Plan for discussions at key points which will deepen all children's understanding. Listening to texts being read out loud will also extend children's vocabulary.

Use drama and role-play activities to enable learners to explore the meaning of text through first-hand experience thereby deepening their understanding. Drama and role-play also provide engaging activities which are accessible to all children.

How can we support learners who struggle with attention?

Wherever possible and practical, allow the child choice in the reading material, e.g., choosing a text from a selection of texts.

Use props or guides to support children to focus on following the print in the text in front of them. This could be a lolly stick, cardboard pointing finger or a reading ruler.

For younger children, using story sacks or props representing characters or objects in the story can support with maintaining attention, as well as deepening understanding.

Sharing the reading between the child and the adult supporting, e.g., taking turns on alternate pages, will help if the learner has difficulties with reading stamina as well as maintaining focus.

Timetable reading sessions so they are short and frequent; some children may benefit from multiple shorter sessions each day.

Where reading sessions are required to be longer, plan for regular movement breaks.

How can we support learners who struggle with change and transition?

In advance of the lesson, show children the book they will be reading; draw them in through reading the blurb, making real life connections or connections with texts they have already read.

Always begin the lesson with a 'safe' activity – this could be listening to the teacher modelling reading, talking about a book together, or re-reading a familiar text that the learner feels confident with and can be successful with.

Have a clear teach-practise-apply model to reading lessons and ensure that lessons always follow this structure; children with SEN will feel more confident if there is a familiar routine to lessons.

With a fiction text, always finish the book, either within the lesson, or across a sequence of lessons. If the lesson is using an extract and the children are engaged, make time to read the text outside of the lesson; it is frustrating for readers to not be able to complete a book, and find out what happens in the end. The reading for enjoyment is also lost if the text is not read completely.

RESOURCES

Ofsted Research review series: English - GOV.UK (www.gov.uk)

Phonics - Little Wandle [Letters and Sounds | A complete Phonics resource to support children \(littlewandlelettersandsounds.org.uk\)](http://littlewandlelettersandsounds.org.uk)

'Phonics Play Comics' have free decodable comics to either read on screen or print out.

[Decodable comics from PhonicsPlay. \(phonicsplaycomics.co.uk\)](http://phonicsplaycomics.co.uk)

BBC 'BiteSize' has an excellent page with videos and activities for all phases.

<http://www.bbc.co.uk/schools/wordsandpictures/index.shtml>

A helpful guide for parents on the RWI Scheme, including explanatory videos, can be found at: <https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

Stories & Books

BBC Nursery Rhymes & Songs. A collection of nursery songs from the Early Learning series Listen and Play and Playtime, both of which are currently available on iplayer and as podcasts. <https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwdgwx>

Book Trust - Suggested books for children, advice on how to read with your child, book lists, fun games, competitions to win free books, Children's Book Club etc.

<https://www.booktrust.org.uk/books-and-reading/>

Love Reading - Expert recommendations and opening extracts of books <https://www.lovereadings.co.uk>

Books for Topics – an excellent website recommending books by age, topic or interest. <https://www.booksfortopics.com/>

The School Reading List - Suggested reading books for primary & secondary aged children in the UK <https://schoolreadinglist.co.uk/category/reading-lists-for-primary-school-pupils/>

Peter's – 100 Books for Every Year Group

100 of the best books for each year group from Nursery to Year 6, hand-picked by their own in-house team of curriculum specialists. These are the books they think are must-haves for any classroom. Lists include a wide range of reads from new titles to ever-popular classics, and a mix of scheme and non-scheme books.

[100 Must-Read Books | EYFS, KS1 & KS2 Reading For Pleasure - Peters](#)

