

## Reading at DAPA ~ June 2024



### Our Vision

(Intent)

By the end of their time at DAPA, each child will see themselves as a reader. They will have the **word reading skills** to **read fluently** at an age-appropriate level and the **comprehension skills and knowledge** needed to understand, enjoy and learn from the books that they read. Their reading skills will allow them to become successful writers and confident communicators and will allow them to fully access the broad curriculum on offer throughout their school life and beyond. They will have read a wide range of high-quality books (including non-fiction, poetry and fiction) and as a result, they will have developed their own **reading preferences** of genres and authors and will be able to talk about these enthusiastically with others. They will also have acquired a **wide vocabulary**. Most importantly, children will have fostered a **love of reading**; seeing reading as a pleasure rather than a chore. Children will be surrounded by adults, both staff and parents, who share and encourage this passion for exploring the world through books.

(Implementation)

### How is Reading taught at DAPA?

**High-quality texts** are used throughout the school (from Nursery to Year 6) to ensure the children are exposed to an extensive and exciting range of children's literature before the end of primary school. These texts follow a progression so that term by term, and year by year, children's prior knowledge is being built upon to prepare them for the next stage of their learning. High-quality texts are not only used in English lessons but also in subjects across the curriculum and in daily class story times too.

**Sounds-Write** – Daily phonics lessons for children in Reception, Year 1 and Year 2. The Sounds-Write approach sets our youngest children off on their reading journey by teaching them the three essential word reading skills of blending, segmenting and phoneme manipulation as well as the conceptual knowledge and factual understanding that underpins these skills.

**Daily Supported Reader (DSR)** – Daily reading sessions for children in Year 1. In small adult-led groups, children are supported to become more fluent and independent in their reading using levelled books that require them to learn and practice other word reading skills on top of those learnt in their phonics (Sounds-Write) lessons

**Destination Reader (DR)** – Daily reading lessons for children in Years 2-6. These are focused on teaching seven main reading strategies and three core learning behaviours to develop children's comprehension and discussion skills. They also have a strong focus on widening vocabulary. During Destination Reader lessons, there is lots of time and opportunity for children to practise and build upon their word reading skills and fluency.

**Accelerated Reader** – Years 3-6 use this approach to motivate and monitor independent

<p><b><u>Three essential skills</u></b></p> <ul style="list-style-type: none"><li>➤ Segmenting</li><li>➤ Blending</li><li>➤ Phoneme manipulation</li></ul>	<p><b><u>Conceptual knowledge</u></b></p> <ul style="list-style-type: none"><li>➤ Letters are symbols that represent sounds</li><li>➤ Sounds can be represented by 1, 2, 3 or 4 letters</li><li>➤ One sound can be represented in different ways</li><li>➤ A spelling can represent different sounds</li></ul>
<p><b><u>Code knowledge</u></b></p> <ul style="list-style-type: none"><li>➤ <b>Reception</b> – initial code (single letter sounds and some digraphs)</li><li>➤ <b>Year 1</b> – extended code (first spellings), including polysyllabic words</li><li>➤ <b>Year 2</b> – extended code (more spellings), including polysyllabic words</li></ul>	

reading, in particular the reading that children do at home. Children take STAR reading tests to determine their reading level and use this level to choose reading books with the appropriate level of challenge. Once they have finished a book, they take a quiz to assess how well they have understood it before choosing their next read.

**N.B.** Our SSC classes also use the above reading approaches. The staff in these classes are fully trained in delivering these approaches and adapt them according to the need of the children.

**Sounds-Write (phonics)**

Our pupils begin their phonics learning in Nursery where the focus is on environmental sounds, getting children attuned to the sounds around them and preparing them to begin segmenting and blending when they begin Sounds-Write lessons in Reception. Teachers provide engaging activities such as sound walks, 'What's in the box?' and rhyming word activities to help achieve this.

From the beginning of Reception until the end of Year 2, children have daily, 30-minute Sounds-Write lessons. Pupils are taught as a whole class and sessions are differentiated through the use of scaffolding (e.g. gestures, visual cues, use of continuants and adult support).

These daily sessions teach the essential skills and knowledge children need to read and write words. The sessions are carefully planned and sequenced to ensure that that children develop automaticity with these skills and that knowledge is committed to their long-term memory and retained.

Children in Reception, Year 1 and Year 2 take home phonetically decodable books to read daily with their parents/carers at home and practice the sounds that they have been learning in their Sounds-Write lessons. These books are a minimum of two units behind the current class learning.

### **Why Sounds-Write?**

Sounds-Write is a quality phonics programme which has been carefully designed based on the science and evidence behind how pupils learn. It starts with what children can already do (hear sounds) and teaches children how these sounds are represented with symbols (letters) which we can read and write. The programme follows a learn progression and new content is taught gradually to avoid cognitive overload and to ensure children are mastering knowledge and skills before moving on. Content is revisited and revised systematically throughout the programme to ensure pupils retain the knowledge that they have learned. Additionally, teachers follow and learn specific lesson scripts meaning that the technical language used in lessons is consistent, no matter who is teaching.

## Early Reading (EYFS and Year 1)

From the moment they start with us in Nursery, our pupils are exposed to a range of high-quality and high-interest texts. Teaching staff read aloud to pupils every day and children are encouraged to discuss these texts with their teachers.

All classes (starting from Nursery) visit the library regularly to choose books to take home and share with their parents/carers. These are books to enjoy and parents / carers are encouraged to read these books aloud to (or with) the children.

Starting with wordless books in the Summer term of their final year of Nursery, children are expected to practice their reading at home with the support of a parent / carer. They are encouraged to do this for approximately 10 minutes per day. Children in EYFS and KS1 have a yellow reading record for parents to record comments and communicate to teachers about their child's reading.

During daily discovery time in EYFS (Nursery and Reception), children engage in a wide-range of activities that allow them to consolidate their learning from their daily phonics sessions. These activities include: matching activities e.g. matching words to pictures; letter sorting with lower case and capital letters; word building e.g. with magnetic letters or letter cubes; letter formation in different mediums e.g. sand, foam, playdough and many more.

**DSR** – In Year 1 and now Year 2, children begin Daily Supported Reader sessions which take place four times a week for 30 minutes.

At the beginning of the year, children are assessed using PM benchmarking assessments to determine which colour level they should begin reading at. Children are grouped based on these colour levels and read in small groups (up to a maximum of 6 children). Each small group is led and supported by a trained teacher or teaching assistant. Each group reads the same text for two sessions and so children read two different texts each week. The sessions focus on developing childrens' independent reading skills and teach children additional word reading skills to add to the skills they are learning in Sounds-Write lessons. DSR sessions have the following structure:

- Session 1
  - Adult introduces a new text and reads it aloud to the group.
  - Adult shares the focused teaching points with the group (the reading behaviours/skills they are looking for).
  - Each child is given their own copy of the book and reads aloud the book independently to him/herself whilst the adult listens in to each child in turn praising them on and reminding them of the focused teaching points.
  - Children are trained to re-read the book straight away when they get to the end to build confidence with word reading.
- Session 2
  - Adult reminds children of the focused teaching points.
  - Each child is given their own copy of the book (same book as previous day) and reads aloud the book independently to him/herself whilst the adult listens in to each child in turn praising them on and reminding them of the focused teaching points.

- Adult leads a discussion about the content of the book, asking specific questions to check understanding.
- Children complete a short word or sentence building task using magnetic letters or cut up sentences to build a specific word or sentence from the book.

At the end of the week, individual children are moved up to the next colour level if ready and then children are re-grouped ready for the next week.

Children in Year 1 and 2 take home colour banded books at their level (in addition to their phonics reading book) for additional reading practice at home.

### **Why DSR?**

The DSR approach ensures that every child is receiving individualised reading support from trained adults every day and is having the chance to practise their reading skills with books that provide the appropriate level of challenge to allow them to progress with their reading. Children are set up to succeed as they get to hear how the book **should** sound before reading it themselves. The re-reading of books gives them the opportunity to develop their fluency skills and their 'reading voice' helping children to become more confident readers.

## Year 2 – Bridging the Gap

By the end of KS1, we want all our children to be reading fluently at an age-appropriate level. They should also have started developing their own reading preferences and be able to talk about their favourite authors and genres.

**Transition from DSR to Destination Reader** – In the second term of Year 2, children begin Destination Reader lessons which take place four times a week for 30 minutes. Children continue to build on their word reading skills whilst the teaching focuses much more largely on comprehension skills. As the DR approach is designed for KS2 children, we carefully adapt it to suit our Year 2 children. Discussions about texts are more teacher-led and paired reading time is more focused on developing fluency skills. Using the DR approach in Year 2 prepares our pupils well for the transition to KS2.

Children reading orange books or below will access our DSR sessions to focus on improving their fluency when reading.

**Developing written comprehension skills** – children begin to learn how to read and answer written comprehension questions. They are taught to look carefully at question words such as 'who, why, how etc.' to understand what the question is asking. They are then taught to skim and scan texts to look for key words and find answers to these questions. Throughout the year, they practice these skills using a variety of different texts and questions types.

Children in Year 2 continue to take home colour banded books to practice their reading at home. The children are assessed regularly using PM benchmarking assessments to ensure they are reading at the appropriate colour level.

Once the children have progressed through the colour bands beyond 'white' level books, they then become a 'star reader' and take home books based on their Accelerated Reader level, which is determined by the results of their termly STAR tests as it is in KS2.

## Destination Reader – KS2 (and Year 2)








In KS2, children have Destination Reader lessons every day for 45 minutes. In DR lessons, children learn seven main reading strategies and three core learning behaviours.

Reading strategies:

1. Clarifying
2. Predicting
3. Summarising
4. Questioning
5. Making connections
6. Inferring
7. Evaluating

Learning behaviours:

- Supporting and actively listening to others
- Discussing and explaining our ideas
- Taking responsibility for our learning

Destination Reader	
<b>Predicting</b>  <ul style="list-style-type: none"> <li>I wonder if</li> <li>I predict</li> <li>I think that</li> <li>I bet that</li> <li>I imagine</li> <li>I think * will happen</li> <li>I think I will learn</li> <li>I think it will be set out</li> <li>The next part will be about</li> </ul>	<b>Inferring</b>  <ul style="list-style-type: none"> <li>The word * tells me</li> <li>The part * tells me</li> <li>This makes me think that</li> <li>I think this character</li> <li>I think the <b>setting</b> is</li> <li>I think the <b>mood</b> is</li> <li>I think the writer's viewpoint is</li> <li>I think this character's viewpoint is</li> </ul>
<b>Asking questions</b>  <ul style="list-style-type: none"> <li>Who</li> <li>What</li> <li>When</li> <li>Where</li> <li>I wonder</li> <li>Why</li> <li>How</li> <li>What if</li> <li>Why do you think</li> <li>How do you think</li> <li>How do we know</li> </ul>	<b>Evaluating</b>  <p><b>Language</b></p> <ul style="list-style-type: none"> <li>The word/phrase * works well because</li> <li>I like the way the author uses * it makes me think about</li> <li>I think it would have read better if</li> <li>It's very clever the way the author uses * because</li> <li>The sentence * has high impact because</li> </ul> <p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>The text is organised well because</li> <li>The presentation helps the reader because</li> <li>The structure could be improved by</li> </ul>
<b>Clarifying</b>  <ul style="list-style-type: none"> <li>I think that means</li> <li>I didn't understand</li> <li>What does * mean?</li> <li>I need to reread this part because</li> <li>* is a tricky word so I</li> <li>I didn't understand * so I</li> <li>Let's reread because it didn't make sense.</li> </ul>	<b>Making connections</b>  <p><b>Text to self:</b></p> <ul style="list-style-type: none"> <li>I know about this because I</li> <li>I've been to / seen</li> <li>I saw a programme about this</li> <li>I can identify with this character because</li> </ul> <p><b>Text to text:</b></p> <ul style="list-style-type: none"> <li>I think this book is a * (genre) book because</li> <li>This reminds me of * because</li> <li>This is similar to * because</li> <li>This character is similar to * because</li> </ul> <p><b>Text to world:</b></p> <ul style="list-style-type: none"> <li>This links to</li> <li>This is because</li> </ul>
<b>Summarising</b>  <ul style="list-style-type: none"> <li>The key idea is</li> <li>The most important ideas are * and I know that because</li> <li>This part is about</li> <li>The headline would be</li> <li>In 10 words</li> <li>The main theme is</li> </ul>	<b>Learning Behaviours</b> <ul style="list-style-type: none"> <li>Support and actively listen to others</li> <li>Discuss and explain our ideas</li> <li>Take responsibility for your own and your group's learning.</li> </ul>

Teachers introduce, teach and model these skills during lesson inputs using high-quality, age-appropriate texts that have been carefully chosen to engage the children, broaden their vocabulary and build on their knowledge. Children then practise these skills by reading and discussing the text with a partner. In each lesson, key vocabulary is explicitly taught before the children begin reading with their partner. The final lesson of each week is a 'Big Read' lesson where children learn how to apply their reading skills to answer written comprehension questions.

A week of DR lessons is structured in the following way:

## DR sessions

**Sessions 1 and 2 (Mon + Tues)**


- Teacher input for whole class using class text (10-15 mins)
- Children read and discuss class text in mixed ability pairs (20 - 25 mins)
- Selfie – short written assessment task (10 mins)
- Evaluation of learning (2 mins)

**Sessions 3 and 4 (Wed + Thurs)**

- Teacher input for whole class using class text (10-15 mins)
- Organisation of pairs/groups (5 mins)
- Children read and discuss ability text in ability pairs (20 - 25 mins)
- Evaluation of learning (2 mins)

**Session 5 (Fri) – Big Read**

- Teacher input for whole class (10-15 mins)
- Written comprehension practice on class text/unknown text (30 mins)



Children also use these reading strategies, learning behaviours and discussion skills in other subjects across the curriculum in order to:

- help them read and understand new information,
- work together successfully in group and pair tasks,
- participate in discussions and debates.



### **Why DR?**

One main focus of the DR approach is to increase reading mileage by dedicating a large amount of lesson time to children actually reading books. This gives children the opportunity to practise their word reading and fluency skills which need to be strong in order to free up 'brain space' for understanding the text. This approach also strongly focuses on developing discussion skills and independence as children must take the responsibility (with support from their partner) to read, understand and discuss a text. These are skills that will help children to succeed throughout their life. Children are engaged in DR lessons because they are quick-paced, use real and exciting books and children are actively involved throughout the lesson.



## Accelerated Reader – KS2

In KS2, we use the Accelerated Reader (AR) approach to motivate children to read for pleasure and to monitor and reward the reading that they do at home.

Children complete online tests called STAR Reading tests to determine their ZPD range (Zone of Proximal Development). Reading books in classrooms and the library are labelled with ZPD numbers. Children are expected to choose books within their ZPD range to ensure that the books they are reading are at a manageable difficulty level whilst providing an appropriate level of challenge.

### **Why AR?**

AR ensures that children are taking home books that are at an appropriate difficulty level for them (to ensure progress) whilst also allowing children the freedom to choose their own books based on their personal interests and preferences. This means that reading at home is more enjoyable for children as their reading books are both accessible and engaging for them. AR also provides an accurate and time-efficient way for teachers to assess whether their pupils are understanding the texts that they are reading. For children who are still developing their love of reading, AR provides positive motivation and encouragement to read at home.

Once a child has finished their chosen book, they take a short quiz (on an ipad or computer) to check their understanding of the book that they have read. This allows teachers to monitor how often the children in their class are reading at home, what types of books they are reading and how well they are understanding these books. The AR approach also allows children to keep track of the total number of words read in the books that they read. Children are encouraged to meet milestone numbers such one million words!

Each term, we have a special celebration assembly (including a prize draw!) to reward children for their efforts. These include rewards for scoring highly in quizzes and rewards for reaching new milestones for number of words read.



## Disciplinary literacy

In Destination Reader sessions, children are explicitly taught the skills needed to be a good reader (i.e. clarifying skills, summarising skills etc.).

We are now considering how we can incorporate the explicit teaching of 'disciplinary literacy' into our curriculum for our pupils in Years 5 and 6. This will involve teaching children the specific reading skills needed for specific curriculum subjects e.g. 'How to read as a historian' or 'How to read as a scientist'. This will better prepare them for their future studies at secondary school and beyond.

### Reading for pleasure

- Every class has a daily class story time where teachers read aloud a book for their class to enjoy.
- Children visit the school library with their class every week. They choose a book to take home and enjoy either independently or with their parents/carers.
- In EYFS, children can choose to enjoy a book in the outdoor reading shed or in the reading corner in the classroom.
- World Book Day activities



### Reading at home

We encourage our children to read at home every day.

Parents / carers are encouraged to listen to their children read, supporting them with their word reading and engaging in discussion about the text. Parents / carers of children in EYFS and KS1 are expected to use their child's yellow Reading record to write comments on their child's reading to share with the teacher.

For older children, particularly those in Upper KS2, children may prefer to read more independently but Parents / carers are still encouraged to talk to their child about the books they are reading and ask them questions.

We also encourage Parents / carers to read aloud regularly to (or with) their children simply for the joy of sharing a book together!

Children take home books from school to read. The books they take are dependent on their year group and reading ability.

## Curriculum

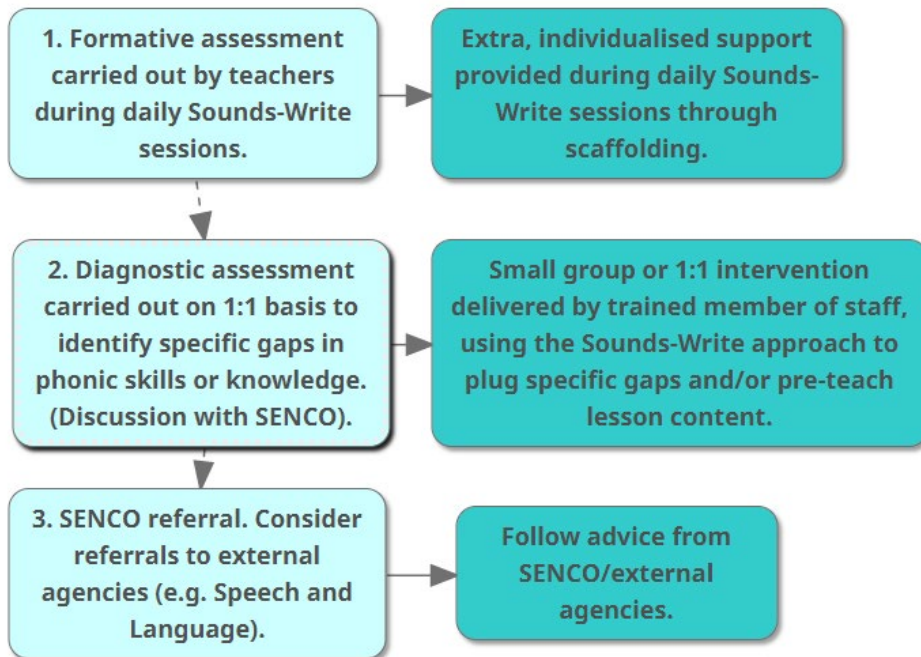
Our Reading curriculum is based on the National Curriculum and incorporates seven key areas:

1. Phonemic awareness
2. Phonics (+ word reading)
3. Vocabulary
4. Fluency
5. Comprehension
6. Disciplinary knowledge
7. Love of Reading

Our Reading progression document outlines the knowledge and skills children will be taught. This document also includes the progression of texts used in each year group throughout the school. Teachers follow this document when planning the reading lessons they deliver to ensure they are fully covering the curriculum and to assess pupil progress. The progression document is carefully sequenced so that year by year, and term by term, children are mastering and building on what they already know.

## Supporting readers who struggle

### Early reading intervention:



In all year groups, children who struggle with their reading are supported through extra 1:1 reading sessions with teachers, teaching assistants and/or parent reading volunteers.

Throughout this supportive process, teachers (and the SENCO) will liaise with parents to keep them updated on their child's progress and to advise them on how they can further support their child with their reading at home.

In all year groups, children who struggle with their reading are supported through extra 1:1 reading sessions with teachers, teaching assistants and/or parent reading volunteers.

**Supporting readers during DR lessons:** With early intervention, we hope that the majority of children who struggle with reading are back on track by the time they leave KS1. However, children in KS2 continue to receive support during their daily DR sessions through the use of:

- Paired reading (children who struggle are paired with more confident readers),
- Differentiated texts (during sessions 3 and 4)
- Adult support

For those children who continue to need further support, we provide other individual or small group interventions which are carefully chosen depending on the needs of the child. These include:

- **Precision reading** – used in KS2 (and Y2) to support children to learn high frequency words by sight. Daily practice takes place at home with parents/carers followed by weekly assessment (and allocation of new words) by teacher or TA.
- **Catch up Literacy** – used in Y3 upwards. 1:1 intervention focusing on comprehension.
- **Code-X** – used in Y3 upwards. Small-group intervention focusing on using engaging texts to build up fluency and comprehension skills as well as confidence and enjoyment in reading.

### High-quality texts

Each year group has key set of texts to read during the academic year. These texts include:

- Key texts (used in Reading or Writing lessons)
- Other texts (used in other curriculum subjects e.g. Science, Maths, PSHE)
- Story time texts (books to enjoy)

The texts have been carefully chosen and sequenced by teaching staff to ensure that children are exposed to texts that:

- are age-appropriate
- are interesting and engaging
- build on their prior knowledge
- prepare them for future learning

For our full list of texts (and the terms they are taught in), please refer to our separate reading progression document.

(Impact)

### Assessment

Teachers use formative assessment in their daily reading/phonics sessions to check pupils' progress, identify gaps in learning and inform their future planning.

At DAPA, we also use a range of summative assessments to track the progress of our pupils and identify gaps in learning that need to be filled. These are:

**Phonics tracker** – used for all pupils in Reception and KS1 to track pupils' code knowledge (i.e. the sounds that they do and do not know).

**Sounds-Write diagnostic tests** – used to assess specific barriers/gaps for children who are struggling with their phonics and may need intervention.

**Benchmarking assessments** – used in KS1 to establish the appropriate colour band/level for individual children to ensure that they are reading texts that are at the appropriate level. Also used as a tool throughout the school to identify specific barriers/gaps for children who are struggling with their word reading or comprehension and may need intervention.

**STAR Reading tests** – all children in Years 2-6 take these individualised online tests 4 times in each academic year (at the start of the academic year, at the end of term 2, at the end of term 4 and at the end of the academic year). As well as providing valuable information for teachers, these tests help to determine pupils' AR levels (ZPD) so that they are able to choose reading books of the appropriate difficulty.

**Written comprehension tests** – all children in Years 2-5 complete a short Rising Stars comprehension test in terms 2, 4 and 6. These tests allow teachers to assess children's written comprehension skills.

### **Statutory assessments**

**Reception Baseline Assessment** – all YR children complete the Reception Baseline Assessment in their first 6 weeks of starting Reception. This assesses the pupils' starting points in language, communication and literacy (as well as Mathematics).

**Phonics screening** – all pupils in Year 1 complete the statutory phonics screening tests in the summer term. Any children who do not pass, re-take this test in Year 2.

**SATs** – all pupils in Years 2 and 6 complete these statutory end of key stage assessments in the summer term.