

Reading at Eastcroft Park



Appendix of English Policy

The DfE's latest reading framework (2023) states: 'Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success'.

At Eastcroft Park, we use reading in everything we do. We recognise that reading, and making progress in reading, is essential to the education of our pupils. We understand that many of our pupils come from disadvantaged backgrounds, where language and reading standards are poor. It is our job as educators to provide all of our pupils with the opportunities and skills they need to close this gap, in order to succeed in reading.

We offer our pupils the best chance to learn how to read, and to learn the graphemes needed to be fluent in reading. We use our school's approach to synthetic systematic phonics (Read, Write, Inc.) throughout the key stages to provide interventions to pupils who require further support with their reading skills.

Building on this, from Year 2, we take part in guided reading and comprehension sessions three times a week. During these sessions, we learn specific reading skills and techniques. These include:



These skills are linked to the end of Key Stage Two content domains, which equip our pupils with the essential knowledge and practice they need in order to be successful readers.

Key terms:

Clarifying

Clarifying texts means that pupils try to and understand the meaning of the text.

Pupils can do this to identify or admit when they are stuck on a word, phrase or idea and then identify how they are going to understand the text.

Example: I think the word bimonthly means every 2 months here because I know that the prefix 'bi' means two and it fits the context of the sentence.

Inferring

Inferring occurs when pupils use clues and prior knowledge to find out what the author doesn't tell us. It is often based on clues about, character, setting or mood.

It is important that pupils know we infer to deepen our understanding of the text.

Strategies students can use to infer:

- Justifying our answers with evidence from the text;
- Using details from text like closely quoting the exact word/phrase written;
- Finding more than one piece of evidence from across the text;
- Thinking from the writer's point of view.

Example: Student reads "Harry's face turned red, and he started to yell, balling his hands up into shaking fists".

Student responds, I can infer that from the description of Harry's face, voice, and hands that he is angry about something.

Predicting

Predicting is making a statement about what will happen in the future. The statement is based on what has been read, clues the author gives, what you can see through text images (if applicable) and what pupils already know.

It is essential that pupils know they are not making a guess.

Evidence = because

Finding clues from what has been read or seen – "The cover shows a... so I think..." "On page ..., the author writes..."

Example: "I think that the character is going to sneak out because the author says, "he flung his sock onto his packed suitcase". The character is unhappy at his house, has said he would trade lives with anyone in the beginning of the book and now has a packed suitcase in his room"

Retrieving

Retrieving is where pupils use specific skills to identify and record important information from a source.

It's important for pupils to understand that the skill is to find 'literal' information from the text or clear in images. The expectation is to find exactly what is requested and the answer will always be within the text or picture.

Example: There was a young girl who lived with her Grandparents, her name was Lucy.

Question: What is the name of the young girl?

Answer: Lucy

Summarising

Summarising is about retelling the main ideas of the text in a concise way and chronological order.

The goal of summarising is to understand the main ideas of what we have read. Details are not to be included in summarising as it is a general overview.

Good summary checklist:

- Short and concise
- Includes main ideas not lots of details
- Shared in chronological order

Example: A fairy tale about a little girl named Little Red Riding Hood who visits her sick grandma. The grandma is a hungry wolf who has eaten grandma and wants to eat the little girl. Luckily a woodcutter saves the day by rescuing Little Red Riding Hood and Grandma.

Evaluating

Evaluating is when pupils comment of the quality of what they have read and explain how the author(s) have made them feel or think.

Evaluating is key to deepen the understanding of the texts being read, understand what the author wants the reader to feel and the literary devices they used to do this and then have pupils use these literary tools in their own writing.

Evaluating can include the layout, language, sentence structures and word choice.

Example: The word 'desolate' works well because it contributes to the reader's sense of loneliness.

Vocabulary:

Vocabulary is explored at the beginning of each lesson. The vocabulary that will be looked at will be key new words from the text that have a large impact on student understanding. Each lesson contains a Vocabulary Check, which includes discussion around the word class, definition, context of the given word, synonyms and antonyms. This is to ensure the vocabulary makes sense in the context of the text but also widens our pupils' knowledge of word.

Resources:

We use quality texts and extracts from Literacy Shed. We aim to share a variety of different writing styles and genres to expose our children to a wide breadth of writing. This will also help pupils so they are able to tackle unknown texts in the end of Key Stage Two test and beyond.

Each pupil will have their own copy of the text/extract and will use their 'Reading' books to answer one specific reading question. The question may be a written response or pupils may need to use a table/diagram to help answer their question. Pupils then use purple marking pens to mark their answers as a class as the teacher models correctly.

Outcome of the lesson:

During the lesson, children experience specific vocabulary teaching, partner discussion, modelled and solo question work. The question they answer relates to their specific daily reading skill and the teacher will model how to answer different styles of questions each day. By the end of each reading session pupils will have learned new vocabulary, practising reading aloud and following the teacher's reading, discussed questions with their partners and independently answered a reading comprehension question.