



# Haseltine Primary School

## Reading Curriculum



### Guidance and Expectations for Reading at Haseltine

#### Planning

When planning reading, teachers should consider the current attainment levels of children to inform groupings and levels of support. This will be based on data from the previous year at the start of each new school year. However, these groups should remain flexible as children progress at different rates. The Ongoing Assessment documents will be used to track progress throughout the year.

Each week, teachers should plan reading as part of their short term English planning. The proforma for this is saved in the English folder on the Staff Shared drive. Because we believe that all children should have access to high quality texts and be encouraged to develop age-appropriate comprehension, we teach reading to the whole class. A typical weekly plan for reading in Years 2 – 6 will be based around one key skill and will include:

- Shared reading;
- Explicit teaching of decoding and comprehension skills;
- Developing oral responses to texts based on textual reference;
- Independent writing of detailed responses to comprehension questions
- Reading comprehension activities on texts other than the class text.

#### Teaching for Learning

The approach to teaching reading will depend on each child's age and stage of development, and will also depend on particular skills which are a focus. The main approaches to teaching reading at Haseltine are:

- Whole class teaching of reading;
- 1:1 reading with a teacher or additional adult;
- Daily Supported Reading in Years 1 and 2;
- Class story times



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Children are supported in learning to decode by reading banded books. Banded books are closely matched to individual children's current decoding and comprehension abilities which ensures that they make rapid progress. All children should read banded books until they can fluently read topaz band books. They should then begin to choose books as 'free readers'.

### Assessing

Formative approaches to assessment in reading include listening to children's decoding to assess word reading, and using questioning and written tasks to assess comprehension. Summative approaches to assessment in reading include generating termly RAG ratings of progress based on the Ongoing Assessments for each child, and completing standardised tests (twice annually for KS2 classes). Assessments should be recorded in the following ways:

- Individual reading record sheets may be completed and filed in your reading folder. Question prompt sheets are saved on the Staff Shared drive to support any additional adults you may have in assessing children's reading.
- Comments may be added to each child's reading record each time they read individually with their teacher or an additional adult. We ask **parents/carers** of children in **EYFS, KS1 and LKS2** to also comment **weekly** in the reading record. In **UKS2**, there should be a **comment** added by *either the child or their parent/carer weekly*.
- Our comments may either set targets or comment on progress relating to individual targets. Comments are phrased positively and shared with children.
- The Ongoing Assessments should be used to chart children's progress, using the statements, and recorded termly as RAG ratings.

### Other

We expect children to read at home daily. Whilst times will clearly vary on a daily basis, the below are recommendations:

- EYFS and KS1 – 10 minutes;
- LKS2 – 20 minutes;
- UKS2 – 30 minutes.



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Every child should bring their book bag to school every day. If they do not, please send home a letter to the family. The letter format is saved on the Staff Shared drive.

### **Reading Early Years**

In Nursery and Reception, children follow the EYFS framework for the teaching for learning of reading.

### **Guidance from the EYFS framework**

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.