

# The Reading Curriculum at Hindhayes

## Reading Comprehension -reading for understanding



## Hooked on Thinking

### Working With and For Local Families

### Recent research shows us that:

**Bold Beginnings 2017 :Key findings in the most successful schools:** providing regular story times where children could be taught to understand what they had heard making language a priority, embedding spoken language, vocabulary development and listening comprehension into all aspects of their work **EEF Improving Literacy at Key Stage 1:** Teach pupils to use strategies for developing and monitoring their reading comprehension. Reading comprehension can be improved by teaching pupils specific strategies that they can apply to both check how well they comprehend what they read, and overcome barriers to comprehension. These include: inference, questioning, clarifying, summarising, and predicting. Teachers could introduce these strategies using modelling and structured support, which should be strategically reduced as a child progresses until the child is capable of completing the activity independently.

### Scarborough Reading Rope



**Developing understanding at Hindhayes:** At Hindhayes the development of reading is carefully planned to allow children to develop comprehension skills alongside the GPC knowledge that is so crucial to early reading. Children with vocabulary gaps on entry to school are identified through a BVPS screen in their first few weeks at school. Children are then included in a Talk Boost Intervention group. These groups run over the Foundation Stage year and into year 1 if the needs of children show it is required. Guided reading material has been carefully organised to enable teachers to select books that are chosen specifically to develop comprehension areas (inference, find it, sequencing and understanding). Shared reading material such as Talk4writing texts are chosen and written to develop identified gaps in children's understanding / vocabulary and wider experiences of different genres of texts and their features. Teachers closely monitor children's progress on a Phonic knowledge / comprehension matrix to ensure that children are accessing home reading and guided reading materials needs to promote best progress. Comprehension and reading development is closely monitored through year 1 and 2 by the use of an assessment in the Autumn / Spring and Summer terms. This formative assessment allows children to be identified and then targeted for further support.

Pupils should be taught to:	Development of skills	Foundation Stage	Year 1	Year 2	Year 3 outcomes
understand both the books they can already read accurately and fluently and those they listen to by:					understand what they read, in books they can read independently, by:
drawing on what they already know or on background information and vocabulary provided by the teacher	Readers in the Foundation Stage will: start story time and reading sessions by discussing the front cover, making links, discussing the 'blurb'. Teacher's may have identified specific vocabulary to discuss with the children.	Readers in year 1 and year 2 will: be encouraged to draw on what they already know by making links between the wide range of books they will have come into contact with. Teachers will be able to select Guided Reading books aimed at helping children to make these links, to build vocabulary or to build on what they already know through fluency.			
checking that the text makes sense to them as they read and correcting inaccurate reading	Readers in the Foundation Stage will: have opportunities to read in turn during Guided Reading whilst the rest of the group follow. Children are encouraged to check for meaning and to correct any inaccurate reading when segmenting and blending and reading for comprehension. Discussing word meanings for new vocabulary.	Readers in year 1 will: be taught in Guided and Individual reading to check that what they are reading makes sense. Children will be taught to re-read sentences where there has been an error to check for meaning.	Readers in Year 2 will: automatically check for meaning when reading out loud and re-read or have another go if what they are reading does not make sense. Where children need further support this will be delivered through Guided Reading with individual groups.	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	
discussing the significance of the title and events (Y1)	Readers in the Foundation Stage will: explore the titles of stories and reading material. Discussions is used as a basis for prediction or to make links to similar books with adult support.	Readers in year 1 will: develop knowledge of a bank of stories the significance of titles are explored. Children might also discuss other books they have read or heard from the same author.	Readers in Year 2 will: develop knowledge of a bank of stories the significance of titles are explored, predictions made and significant vocabulary discussed. Children might also discuss other books they have read or heard from the same author.	retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	
Answering and asking questions (Y2)	Readers in the Foundation Stage will: answer questions through Guided and shared reading sessions.	Readers in year 1 will: continue to answer questions during Guided reading session, some of this work will be oral and some recorded.	Readers in year 2 will: be encouraged to ask questions about the texts they are working with. They will begin to more formally record answers to questions through comprehension tasks.	asking questions to improve their understanding of a text	
making inferences on the basis of what is being said and done	Readers in the Foundation Stage will: have opportunities to access inference questions through modelling by adults during story time/ individual reading and guided reading sessions. As children become more skilled readers adults begin to ask inference based questions.	Readers in year 1 will: be taken through inference questions where the teacher models the process of looking for the clues. Children are asked prove it and why questions to deepen understanding and explain their own thinking. Guided reading plans include inference questions to be asked and children's responses tracked.	Readers in Year 2 will: complete inference specific activities and questions as planned into the Guided Reading sequence or provision. Inference will be addressed during whole class reading and listening activities. Role play may be used to develop inference and understanding.	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied	
predicting what might happen on the basis of what has been read so far	Readers in the Foundation Stage will: have planned opportunities to predict what might happen next. This might happen after looking at the front cover, midway through the book or at the end.	Readers in year 1 will: have opportunities to predict what might happen next through Guided Reading planning. This might happen after looking at the front cover, midway through the book or at the end. Teachers model the skills children need to explain their thinking. Children might have a shared reading	Readers in Year 2 will: have opportunities to predict what might happen next through Guided Reading planning. This might happen after looking at the front cover, midway through the book or at the end Children are encouraged to explain why they have drawn these conclusions using the word because in their justification to others. Guided reading follow-up activities might include prediction.	identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning	

		follow up task based on prediction planned as part of their reading diet across a week.	Children will be encouraged to use features from the illustrations eg. the way a character looks, or specific vocabulary to form an opinion.	
<b>participate in discussion about what is read to them, taking turns and listening to what others say (Y1)</b>	<b>Readers in the Foundation Stage will:</b> have opportunities to respond to what they have heard. Teachers work towards the ELG for listening and attention and Communication and Language which supports this outcome.	<b>Readers in year 1 and 2 will:</b> Continue to have opportunities to respond to what they have heard in the class., Teachers will use the assessment focuses for the end of Key Stage 1 to help plan opportunities in shared reading / guided reading and story time to promote children's ability to discuss, take turns and listen to what other's say.		
<b>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. (Y2)</b>	<b>Readers in the Foundation Stage will:</b> listen to poem of the week and be encouraged to talk about what they have heard. This poem is also sent out on the school's Facebook page to promote conversation at home. Children will have daily opportunities to discuss what is read to them through planned and spontaneous story times. Children will begin to listen to the ideas through Guided Reading sessions.	<b>Readers in year 1 and 2 will:</b> Continue to have access to Poem of the week both in school and at home. This poem may be used as a part of writing sessions or Guided Reading activities. Children will take turns and listen to what others have to say through shared story times and through regular Guided Reading sessions. As children become more confident and fluent readers in year 2, they will begin to participate in discussions about material they have read for themselves and share/listen to the ideas of others.		
<b>explain clearly their understanding of what is read to them. (Y1)</b>	<b>Readers in the Foundation Stage will:</b> have daily opportunities though shared reading of stories during story times to explain what has been read to them. Children may also respond to what another child has read in guided reading. Children who need extra help in verbalising explanations may be included in Talk Boost groups to aid this development. Stories are often re-visited in both guided reading and whole class story time to reinforce understanding of texts.	<b>Readers in year 1 and 2 will:</b> Continue to have daily opportunities to respond to and discuss the content of what has been read to them. Many books shared will be specifically chosen from Pie Corbett's literature spine and the children will also begin to listen to longer reads in the form of chapter books. Developing the children's ability to make links, explain and understand. Children will be expected to listen to other children read in guided reading and be able to respond to what is heard. Children who have difficulties with listening and then explaining clearly will access Talk Boost or Time to Talk.		
<b>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. (Y2)</b>	<b>Readers in the Foundation Stage will:</b> listen to poem of the week and be encouraged to talk about what they have heard. This poem is also sent out on the school's Facebook page to promote conversation at home. Children will have daily opportunities to discuss what is read to them through planned and spontaneous story times. Children will begin to listen to the ideas through Guided Reading sessions.	<b>Readers in year 1 and 2 will:</b> Continue to have access to Poem of the week both in school and at home. This poem may be used as a part of writing sessions or Guided Reading activities. Children will take turns and listen to what others have to say through shared story times and through regular Guided Reading sessions. As children become more confident and fluent readers in year 2, they will begin to participate in discussions about material they have read for themselves and share/listen to the ideas of others.		

