

Teaching reading at New Islington

At New Islington Free School, reading is taught twice per week through a 'whole-class'. We believe that consistently good teaching in these standalone lessons provides children with the skills and knowledge they need to become fluent and confident readers. The aim of each session is to deliver high-quality texts that broaden vocabulary and teach children how to be effective readers by retrieving information, making predictions and making inferences. The reading lessons teach children how to be successful readers as they become more independent, and therefore able to deal with the demands of assessments.

At our school, we use Bloom's Taxonomy of questions to promote critical thinking and reading. Questions are carefully selected to encourage children to really explore the text. Questions can range in style across the school. For example Reception children may be working on retrieving information, such as *where the story takes place*, whereas Year 4 might be analysing by finding evidence of *the author's choice of words to describe how a character is feeling*. (There is an example of a typical Upper KS2 Guided Reading session on the last page which demonstrates how we teach Guided Reading at New Islington Free School.)

In Key Stage 1, Guided Reading sessions are supplemented with daily phonics sessions. We base our lessons on 'Sounds and Letters'. We plan and deliver are four-part sessions that teach children the sounds that letters make and how to write the sounds that we hear – we call these grapheme-phoneme correspondences.

Reception children start their phonics at Phase 1, which covers the sounds we might hear in the world, the sounds of instruments, music and rhyme. Phases 2 and 3 then move the children on to reading and writing. Year 1 children will recap Phase 3 and aim to be secure at Phase 5 by the end of the year. Year 2 pupils are taught Spelling and Grammar (as are all classes in Key Stage 2) which includes Phase 6 and 7 from the phonics scheme.

At the end of Year 1, all children take their phonics screening check. It is designed to give information on how your child is progressing in phonics and will help to identify whether your child needs additional support at this stage. If necessary, the check can be retaken in Year 2 to see how your child has progressed before they move

into Key Stage 2. Phonics data is passed onto the child's new teacher each year so that they can plan for appropriate interventions and support.

For class and home books, we use a program called Accelerated Reader. Each child has their own range of books to choose from, as well as a personal login so they can take quizzes in order to demonstrate their comprehension and understanding of new vocabulary. All children are assessed within the Accelerated Reader scheme once they reach Year 2. Some children in Year 1 may start earlier depending on their reading confidence. The range of books available to each child is checked with a quick online assessment; their book levels are dependent on their demonstration of comprehension and fluency. Our children enjoy doing their quizzes and are motivated to understand their book as best they can in preparation to score as highly as possible.

More formal assessments of reading take place in KS2 where children complete a termly assessment by answering questions about a given text. The skills they need for these assessments lie firmly within the structure and content of our taught reading sessions.

At New Islington we are really enthusiastic about encouraging reading for pleasure at any, and every, opportunity. In each classroom there is a dedicated reading area in which the children can access a range of quality texts. They can read these books at their leisure and are encouraged to do so; the children are given lots of opportunities to experience books and choose which they would like to read. It is a great way for the children to take ownership of their learning in reading and to increase their confidence through reading at their own pace.

We also develop reading for pleasure through 'New Islington Reads'. This a session which happens daily immediately after lunch. It is an opportunity for the class teacher to read aloud to their class – greatly enjoyed by the teachers and pupils alike. During these sessions, the children are exposed to high-quality age appropriate texts purely for enjoyment.

In the Early Years Foundation Stage, reading is just as important as it is further up the school. The children all participate in the New Islington Reads session at the same time as the rest of the school. As Reception have continuous provision, the children can also access the reading area in the classrooms throughout the day.

They participate in one-to-one reading sessions, guided reading sessions and they also take books home each week. Additionally, they are challenged in their reading by having high frequency words to learn. These are sent home weekly; the children are tested against these words and when they are ready to move on, a new set of words are given.

There are lots of different ways you can help at home. Reading with and to your child is one of the most important things you can do to help them develop their reading skills. Just 10 minutes per day makes a huge difference in the confidence, fluency and understanding of different books.

There are also many websites that support reading skills. These are listed below:

www.tpet.co.uk

www.phonicsbloom.com

www.bbc.co.uk/bitesize

www.phonicsplay.co.uk

Guided Reading Example Year 6	
Week Beginning:	Objective: Read and summarise a text
Stimulus <ul style="list-style-type: none"> • <i>What is the hook?</i> • <i>How can they be immersed in the text before reading it?</i> • <i>Video/image/music etc</i> 	Youtube summary video of the story https://www.youtube.com/watch?v=8qrZ1clEp-Y
Background information / context <ul style="list-style-type: none"> • <i>What do they need to know first to support their understanding of the text?</i> 	Geography- Greece, Athens, Crete, Mediterranean History- Ancient Greece, city states, Crete as a powerful nation threatening to invade Athens Part of a large group of Greek myths Background task- rally robin- names as many Greek myths as possible
Key Vocabulary <ul style="list-style-type: none"> • <i>Preparing for new vocab in the text</i> 	Dictionary session: Labyrinth Tributes Grotesque Ragtag Quaking Formidable poised Fluid movement
Teacher reads/performs <ul style="list-style-type: none"> • <i>Key points/words to focus on</i> • <i>Any discussion points?</i> • <i>Plot/vocab/structure/prior learning</i> • <i>Emphasis</i> 	Teacher reads story from SATs buster stretch booklet Emphasise the dramatic build up in the labyrinth and the drama, savagery and power of the battle between Theseus and the Minotaur Teacher discretion: extra detail can be added to describe how Theseus abandons Ariadne on the voyage home. Does this change our view of him? Can explain how King Aegeus kills himself upon seeing the ship returning with black sails. How does this affect our view of Theseus? Extension: Discuss the narrative structure of an overcoming the monster plot line. Link to prior learning e.g. Jack and the Beanstalk
Summary activity <ul style="list-style-type: none"> • <i>Differentiated</i> • <i>Create/write/evaluate/discuss</i> 	
Create a bullet point list of the main elements of the story in order. Teacher to model systematically re-reading the text and picking out the key points.	Independently create a 2-3 paragraph summary of the story in their own words.

Phonics planning example – Phase 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	Recognise and use the sound O Read vc words	Recognise and use the sound C Spell vc words	Recognise and use the sound K Form the letters correctly	To recognise and use the sounds, o c k Read cvc words	Recognise and use the digraph ck Read words containing ck.
Revisit and Review	-Recap the sounds s,a,t, p,l,n m d g using flashcards, sounds, actions and letter names. -Revise tricky words the I go -Have some metal mike cards laid out, you use your robot voice and they have to guess what word it is by blending together. They copy your robot voice to reinforce. Choose a few children to have a go at using their robot voice and everyone to guess the card	Recap the sounds s,a,t,p,l,n,m d g o using flashcards. Give each child a metal mike card. They move round to music or you shaking a tambourine and when the music stops they have to partner up quick. They sound talk their card to their partner and their partner has to guess what picture they have by blending the sounds together. They then do theirs. Music starts and they move round again.	Recap the sounds s, a t, p,l, n m d g o c using flashcards, do the sounds, names and actions. Recap tricky words the, l no, go Introduce to	Recap tricky words the, l no, go, to Introduce into Recap all sounds learned this week.	-Recap the sounds s,a,t, p,l,n m d g o c k using flashcards, sounds, actions and letter names. -Revise tricky words the I go no into -Have some metal mike cards laid out, you use your robot voice and they have to guess what word it is by blending together. They copy your robot voice to reinforce. Choose a few children to have a go at using their robot voice and everyone to guess the card.
Teach	-Introduce the tricky word no -Introduce the sound o, the sound it makes, the action and its letter name. Can they think of anything that begins with the letter o? Model how to form o. Can they draw on the floor with their magic pens too? (fingers!) -Have your special bag with items in, reveal the items and say their names, emphasising the initial sound.	Recap tricky words the, l, no, go Introduce the sound c, the sound it makes, the action and its letter name. Can they think of anything that begins with the letter c? Have your special bag with items in, reveal the items and say their names, emphasising the initial sound.	Introduce the sound k, the sound it makes, the action and its letter name. Can they think of anything that begins with the letter k? Compare the k and c using letter cards. Explain they make the same sound so have the same action, yet some things are spelt with a c and some with a k. Children to have a whiteboard and pen each. Model how to form the letter and the children then practise on their whiteboards	Explain today that we are going to be doing some reading of longer words. Model how to read the cvc word, pressing sound buttons and blending together. Which picture would my word match to? Model matching them up	Show the flashcard for the sound ck. Look at it together. Say the sound it makes, it makes the same sound as c and k but this time they go together. Show them the ck highlighted in some words and model read them, showing the difference between the short sound buttons and the long one. Constantly emphasise that it is two sounds together that make one sound. It never comes at the beginning of a word, but in the middle or at the end.
Practise	Reading of vc words game	Introduce how to use the vc frames and children to spell the vc words that you orally segment, using the letters and frames. You use your frame at the same time.	Children practise forming the letters on their whiteboards.	Have the pictures and word cards laid out and children to have a go at matching them up, support children with their blending.	Explain that we are going to practise reading some words that have the ck sound in. Have a selection of words with ck scattered around the floor. Children to move around to music and when it stops, they need to pick up a word, read it with their reading finger, pressing the sound buttons. continue
Apply	Have a short caption and picture, model read the caption to introduce the idea of reading captions to the children.	Can the children use their cards to write the vc word at ? You slowly segment the word for them to write it using the cards Repeat for other words.	Support the children to have a go at writing the word in. Sound talk the word, how many sounds does it have? (Use fingers) pull it out of your mouth...i.....n You write it at the same time today to support. Repeat with other vc word examples if time.	Have a short caption and picture, model read the caption to introduce the idea of reading captions to the children.	Read the caption, socks on a mat with the children.

Phonics planning example – Phase 3

	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	To recognise and apply the sound ch	To recognise and apply the sound sh	To recognise and apply the sound th	To recognise and apply the sound ng	To recognise and apply the sounds ch, sh, th and ng
Revisit and Review	recap the sounds j/v/w/x using flashcards. Read tricky words no/go/l/the/to	recap the sounds j/v/w/x using flashcards. Recap ch from yesterday- they read the ch words and help you match to your pics.	recap the sounds j/v/w/x/ch/sh using flashcards. Play tricky word trucks on phonics play to recap no,go,l,the,to,me,we	recap the sounds j/v/w/x/ch/sh/th using flashcards Have a selection of words containing each sound-children to help you match them	Recap all phase 3 sounds using flashcards speed trail game. Recap tricky words phase 2 and we, me from phase 3
Teach	Teach tricky word we Introduce the digraph ch to the children from your special bag. Model read a couple of words containing ch.	Teach tricky word me Introduce the digraph sh to the children from your special bag. Share some photos and words- model blending.	Reveal the new sound th and model reading some th words with small pictures. Can they spot the odd one out?	Teach the sound ng.Have real and silly words containing ng . children help you sort between your trash and treasure	Teach the sound be. No other new teach today so use opportunity to play another game to recap ch, sh, th, ng
Practise	Play 'picnic on pluto' on phonics play. In teams sorting the real ch words from the silly ones.	Have a selection of pictures on a pp- play quick write show on whiteboards for words containing sh	Play splat with words containing th in two needs with identical sets of words.	Teams with treasure boxes and trash cans sorting words. Which team will finish first.	Sound spotters around the room with magnifying glass each. Words stuck up, can they find the special sounds and add the words to their list.
Apply	Reading captions containing the sound ch and last weeks j/v/w/x and matching to pictures in groups-	Focus on writing captions based around sh words. Eg the big red shed	Children to read simple captions and find the words containing th with their magnifying glasses- how many did we find?	Focus on writing captions based around ng words	Come back together and detectives to share the words they have found on their lists to add to the whole class detective list.

Phonics planning example – Phase 4

	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	Recall and recognition of Phase 3 sounds – read phase 3 sounds in the words Read/write tricky words To blend the CC sounds in CCVC words Teach and practise spelling CCVC words	Recall and recognition of Phase 3 sounds – read phase 3 sounds in the words Read/write tricky words To blend the CC sounds in CCVC words Teach and practise spelling CCVC words	Recall and recognition of Phase 3 sounds – read phase 3 sounds in the words Read/write tricky words To blend the CC sounds in CCVC words Teach and practise spelling CCVC words	Recall and recognition of Phase 3 sounds – read phase 3 sounds in the words Read/write tricky words To blend the CC sounds in CCVC words Teach and practise spelling CCVC words	Recall and recognition of Phase 3 sounds – read phase 3 sounds in the words Read/write tricky words To blend the CC sounds in CCVC words Teach and practise spelling CCVC words
Revisit and Review	Practise recognition and recall of Phase 3 graphemes on flashcards – quick fire. Have a go at writing tricky words: Like, some, come	Practise recognition and recall of Phase 3 graphemes on flashcards – quick fire. Recap spelling he, she, me, we, be Ask the children to write a sentence containing one of the words.	Practise recognition and recall of Phase 3 graphemes on flashcards – quick fire. Recap reading phase 4 tricky words- have a mat each of all of the phase 4 tricky words play a fast pointing game, to locate each word on the mat- who can find it first?!	Practise recognition and recall of Phase 3 graphemes on flashcards – quick fire. Have a go at writing tricky words: Have, said	Practise recognition and recall of Phase 3 graphemes on flashcards – quick fire. Have a go at writing tricky words: Like, some, come
Teach	Focus on the sound 'gr' -show poster Explain to the children that these two letters are called consonants and come at the beginning of words. Take time to read through the words beginning with 'gr' – scatter them over the carpet and children to have a go at reading them	Focus on the sound 'lp' -show poster Explain to the children that these two letters are called consonants and come at the end of words. Take time to read through the words beginning with 'lp' – scatter them over the carpet and children to have a go at reading them	Focus on the sound 'sm' - show poster Explain to the children that these two letters are called consonants and come at the beginning of words. Take time to read through the words beginning with 'sm' – scatter them over the carpet and children to have a go at reading them	Focus on the sound 'sk' - show poster Explain to the children that these two letters are called consonants and come at the beginning of words. Take time to read through the words beginning with 'sk' – scatter them over the carpet and children to have a go at reading them	Focus on the sound 'gr' -show poster Explain to the children that these two letters are called consonants and come at the beginning of words. Take time to read through the words beginning with 'gr' – scatter them over the carpet and children to have a go at reading them
Practise	Spend the time writing the words – remind children to listen to the word carefully and sound out each sound.	Spend the time writing the words – remind children to listen to the word carefully and sound out each sound.	Spend the time writing the words – remind children to listen to the word carefully and sound out each sound.	Spend the time writing the words – remind children to listen to the word carefully and sound out each sound.	Spend the time writing the words – remind children to listen to the word carefully and sound out each sound.
Apply	Ask the children to write a simple caption / sentence with a sound containing that sound. E.g I grin when I am happy.	Ask the children to write a simple caption / sentence with a sound containing that sound. E.g I saw a crab	Ask the children to write a simple caption / sentence with a sound containing that sound. E.g I fly a flag	Ask the children to write a simple caption / sentence with a sound containing that sound. E.g I stop and start	Ask the children to write a simple caption / sentence with a sound containing that sound. E.g I grin when I am happy.

Phonics planning example – Phase 5

	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	Tricky words: oh their people Mr Mrs	To recall phase 5 digraphs To read and write words containing the sound: wh	To recall phase 5 digraphs To read and write words containing the sound: wh	To read polysyllabic words with adjacent consonants.	To read and write words containing 'ew'
Revisit and Review	Flashcard tricky word: oh their people Mr Mrs	Play buried treasure with sounds learnt so far: Ay, ou, ie, ue, aw, ir, oy, ea,	Play reading sentences on espresso containing any sounds taught so far.	Flascards of phase 4 tricky words	Write words on the board, can ch underline our new digraphs from this week? Phone photo when where whisk phonics
Teach	Tricky word bingo – this week's words with some previous ones: they, one, all, are. Ch can copy from the board to practise writing	Show Dr Who character - Who knows who this is? He's bringing today's new sound wh Dr Who has brought some wh words Look at each word in turn, read and count each phoneme together When which why Tricky words - who where what words used in questions whistle wheel whisper white whale whisker - match to object /action	Recap yesterday's wh sound. Ch to come to the board to see if they can remember and write the question starters from yesterday, e.g. who what when where why which. Sing or read phil's holiday song (in resources folder) and see if ch can recognise what the new digraph is. How did we say it? Write ph on the board and all say 'ff' together.	Have some polysyllabic words on the board turned upside down. Choose one ch to select one and model how you would read it, by reading one part at a time. E.g. sandpit: s..a..n..d...sand. p..i..t..pit..sandpit.	Introduce our new sound using the video on espresso. Can we think of any of our own words? Make a list – modelling writing and checking. Can write some with oo by accident and show how it doesn't look right. e.g. choo/chue/chew, grew/grue/groo, flew/flue/floo
Practise	All to think of and write a sentence containing one of this week's tricky words. Can leave as independent or all agree on a sentence to write together.	Hunt the words (previously placed around the room) Some of them are real words and some of them are made up words ? Each child read their word. Give the real words to the Tardis and the made up words to the Dalek.	Share read the ph words on the powerpoint. The play the ph reading game on espresso.	Work as a class to break down longer words to read together. All say the word together and count how many syllables it has.	Read the ew words on a ppt. Choose about 10 to write on the board for the children to choose from for a game of bingo.
Apply	Continue but begin to cover the words up – allowing a quick look if needed.	Model a speech bubble question. Think of a question with the word, write with a capital letter + explain why. Give each child a word. Can you think of a question using the wh word – write it in the speech bubble. Share and check at the end.	Play the ph spelling game on espresso. Then say a word and ch have to stand next to the phoneme they think it is – either f or ph (have the flashcards for each stuck up in the room)	Ch to have their own sentences to read with polysyllabic words.	Choose one word and write a sentence with it on their own WB. Model your own first.