

Reading at Danson

At Danson, we encourage and promote a love of books and of reading by providing a rich reading environment in our classrooms, in our school library and throughout the school. We aim to give our children the opportunity to explore and become immersed in a wide range of broad and rich texts, including fiction, non-fiction, poetry and digital multimedia for pleasure and information. This includes texts by a range of authors from around the world; modern and classic texts and books that reflect different cultures and choices. At Danson, we are determined to enable all our children to read independently, fluently and expressively, with understanding and enjoyment, regardless of their background, needs or abilities. Reading permeates across our whole curriculum, as we recognise it is a key medium for accessing the wider curriculum and has a significant impact on the life opportunities of our children at Danson.

This is reflected through our reading curriculum which includes a variety of engaging reading activities, including English planning from a quality text, a robust systematic phonics programme, whole class reading, carefully selected individual reading books, reading time, allocated school library sessions, planned opportunities for book talk, carefully selected cross curricular core texts, independent reading, reading assemblies, author visits and participating in national book events. Through these, we aim to enable our children to engage with and respond to what they have read, develop a wide, rich vocabulary and be able to comprehend what they have read, be able to infer and deduce information and understand the meaning of words in context.

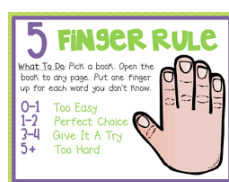
Individual Reading Books



Children that are on the Read Write Inc. programme take home two matched RWI Book Bag Books each week. These 'decodable' books are carefully matched to the children's phonics knowledge and the RWI storybook they have been reading at school.

Once the children have mastered their phonics learning, the children move on to the 'Danson Reading Colour Bands Scheme', which is based upon the Collins Big Cats reading levels. Their teacher will assign each child a reading band; these indicate the books that they can choose which will give them the appropriate level of reading challenge, on both a fluency and comprehension level. Each classroom has a selection of schemed and non-schemed books for the children to choose from. The non-schemed books have been carefully banded to the correct level.

The children in EYFS, KS1 and KS2 also select a 'free choice' reading book from the classroom library based on their personal interest and curiosity. This provides the children with the freedom to read or revisit easier books for pleasure or to borrow books beyond their current independent reading selecting books, encourage children to use the five-finger rule.



Reading Records



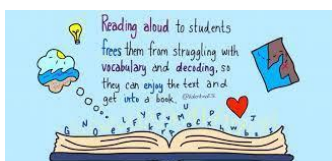
Every child is given a Key Stage specific Reading Record book, which contain the relevant statutory spelling words or phonics, grammar terminology, and questions to discuss when reading as a guide for parents. These should be brought into school every day with the child's individual reading books.

Parents are encouraged to read with their children for the recommended times. Suggested daily reading times are 5-10 minutes in Reception, 10-15 minutes in KS1, 15-20 minutes in Years 3 and 5 and increasing to at least 20 minutes by Years 5 and 6. There is an expectation that reading at home will happen daily (5 times a week minimum). Parents are informed about the importance of reading with and to their children and to discuss books, pictures and stories, even when they are in Year 6 during parent information sessions.

In EYFS and KS1, parents are encouraged to write a comment about their child's reading journey at home and sign in their Reading Record book that this has been completed.

In KS2, parents are still encouraged to read with their children but pupils are also expected to record their own reading journey where possible. Parents are encouraged to check and make a comment in the Reading Record at least once a week to support their child's reflection on their independent reading.

Reading Aloud



As part of developing reading for pleasure across the school, all teachers read aloud with expression and verve to their children on a daily basis at the end of the school day. If this is not possible, then another time will be found during the day. The texts read have been carefully selected and planned for to engage and enthuse the children as well as eliciting a strong response, extending the children's vocabulary and helping the children to understand the lives of people whose experiences and perspectives may be different from their own. This will include fiction, non-fiction and poetry, providing the children the opportunity to meet books and authors that they might not choose themselves.






In EYFS and Year 1, the same quality texts will be repeated time and time again. On each re-reading, the children are given the opportunity to explore the language, the characters and their feelings, and to relive the emotions they felt on the first reading. Through listening to repeated readings, and talking about what they have heard, the children have multiple exposures to vocabulary and the language of stories.

Whole Class Reading









EYFS Reading Skills

Exploring Print and Books	Phonological Awareness	Comprehension	Word Reading
<ul style="list-style-type: none"> • Show an interest in illustration and print. • Understand that print has meaning. • Understand that print can have different purposes. • Understand that print is read from left to right and from top to bottom (in English). • Know the names of some different parts of the book. • Understand page sequencing and turn the pages in a book. • Use illustrations to make predictions about characters and events in the story. 	<ul style="list-style-type: none"> • Spot words that rhyme. • Suggest words that rhyme. • Count or clap syllables in a word. • Match words with the same initial sound. • Hear and identify first sounds in CVC words. • Hear and identify final sounds in CVC words. • Hear and identify medial sounds in CVC words. • Orally segment all the sounds in a simple word. • Orally blend all the sounds in a simple word. 	<ul style="list-style-type: none"> • Listen to a short story and remember a few key details. • Listen to a longer story and remember much of the plot. • Engage in story times and show an understanding of what has been read. • Engage with, and talk about, non-fiction books. • Understand and answer questions, such as who, why, when, where and how. • Join in with repeated refrains. • Anticipate key events and explain why they might happen. • Recall a few familiar rhymes. • Recall some verses from poems or songs. • Retell a familiar story with some exact repetition of language but also use some of their own words. • Describe events, setting and main characters in some detail. • Ask questions about a story to find out more. • Engage in conversations about stories, rhymes and poems. • Demonstrate an understanding of new vocabulary in story books, poems and rhymes. • Demonstrate an understanding of new vocabulary and knowledge from non-fiction books. • Use new vocabulary in discussions about books and texts. 	<ul style="list-style-type: none"> • Know that letters represent different sounds. • Begin to read a few digraphs and trigraphs (a group of two or three letters that represent one sound) and say the sounds for them. • Blend sounds together to read simple words using phonic knowledge. • Read a few common exception words. • Read a simple phrase using phonic knowledge. • Read a simple sentence using phonic knowledge. • Read a simple sentence using phonic knowledge and also a few common exception words. • Read a simple book aloud and talk about what they have read. • Reread a simple book to demonstrate some fluency

KS1 Reading Skills

Word Meaning	Retrieve	Sequence	Infer	Predict
				
1a. Draw on knowledge of vocabulary to understand texts.	1b. Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.	1c. Identify and explain the sequence of events in texts.	1d. Make inferences from the text.	1e. Predict what might happen on the basis of what has been read so far.

KS2 Reading Skills

Define	Retrieve	Sequence	Infer	Predict	Relate	Explore	Compare
							
2a. Give/explain the meaning of words in context	2b. Retrieve and record information/identify key details from fiction and non-fiction.	2c. Summarise main ideas from more than one paragraph	2d. Make inferences from the text/explain and justify inferences with evidence from the text	2e. Predict what might happen from details stated and implied	2f. Identify/explain how information/narrative content is related and contributes to meaning as a whole.	2g. Identify/explain how meaning is enhanced through choice of words and phrases.	2h. Make comparisons within the text

One of the main purposes of whole class reading is to improve children's comprehension skills but it also offers opportunities to model, demonstrate and practise reading aloud with fluency and expression, where children can listen to the expert and then have a go for themselves, making their reading aloud sound natural and confident. During the sessions, the teacher is able to use skilful questioning and discussion to help pupils get to grips with new vocabulary and develop their understanding of the text.

Reading comprehension is the ability to make sense of the ideas expressed in a text. It is not the ability to answer certain types of questions.

In every whole class reading session, opportunities will be planned for the children to develop their fluency in reading. Class teachers will explain the meaning of new words to pupils to increase their vocabulary and accelerate their reading of words at a glance and re-reading the text over the week.

This will be achieved by:

- echo reading, where the teacher reads a text aloud sentence by sentence or line by line and the children echo the teacher's reading, copying its pace, intonation and emphasis
- choral reading, where the children read along at the same time as the teacher
- partner reading, where pairs are carefully selected so that each pair has a slightly stronger reader who can provide a model of fluent reading. Then the less fluent reader reads the same text aloud. The stronger reader can help with word recognition and give feedback and encouragement to the less fluent partner.

After mastering Grey level in the Read Write Inc. programme, pupils progress to whole class reading. This may begin as early as the end of Year 1 or in Year 2 and is dependent on pupils' specific challenge points. In KS2, reading skills and strategies are explicitly taught during daily 30-minute whole class reading sessions.

As a school, we use the Schofield and Sims 'Complete Comprehension' resources. This includes a range of engaging extracts from a range of genres and high-quality classical and contemporary fiction. The series breaks down the complex process of reading comprehension into separate skills that closely match the curriculum requirements for Key Stage 1 and Key Stage 2 with explicit vocabulary instruction. The sessions are adapted to meet the requirements of the children and also to prioritise the development of fluency in the children's reading.

The learning objective for the session is the same for all pupils. Pupils will have access to the same activities and levels of questioning but with differing levels of support provided depending on pupil needs. The five key reading strategies of prediction, questioning, clarifying, summarising and activating prior knowledge will be interwoven into the sessions through teacher questioning.

Book Talk

Talk is fundamental to reading and being a reader. It is the medium that allows you to articulate and share your thoughts, feelings and ideas about a text and listen to those of others. Through talking about texts, you think aloud, formulate views and opinions, share interests, relate new experiences to previous knowledge and refine and develop your understanding. At Danson, we want to encourage and promote 'book talk' throughout our reading and wider curriculum, to develop the children's language, deepen their understanding, move their comprehension forward and enable them to become critical thinkers.

Basic questions

These can be used with any book to get interpretation started: What sorts of things did you like or dislike? Was there anything that puzzled you? Encourage children to raise questions.

General questions

Ask questions such as: Have you read any other books like this? How did they compare? Which parts of the book stay in your mind most vividly? How did the main character change? What surprises are there in the book?

Special questions

These are specific to the book being discussed and should help to deepen understanding. For example, for *Voices in the Park* by Anthony Browne: How long did it take the story to happen? Where did the story happen? Which character interested you most? Who was telling the story? Talk about the links between the story and the illustrations.

Danson Library

As part of promoting 'reading for enjoyment' at Danson, every week, the children have the opportunity to visit the school library. They are able to browse a range of books in this relaxing, inviting environment and select a 'reading for pleasure' book to go home. The library space is also used for lunchtime 'Book Club', story time and as a non-fiction resource for other curriculum areas.

Core Texts for each Year Group

Year 2 Texts 2023 - 2024						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Core Texts	Famous Explorers Lime H... Sarah Simpson Tom O'Brien's Rabbit - M. Roper Darwin's Super-Frooping Worm Spectacular - A. O'Brien	Police Agent Pete Rabbit - M. Roper Shedder's Journey - M. Roper	Great Fire of London The Baker's Boy and The Great Fire of London - T. Pridmore Send a Girl The True Story of how women joined the Fire - J. Roper	The United Kingdom A Bear called Paddington/Paddington at the Palace - M. Bond	Hospitals and Healthcare Fred and the Florence Nightingale Adventure - A. O'Brien Dicky DICKSON - M. Roper	Our Local Park What Do You See When You Look at a Tree? - C. Carline
Poetry		Our Poems about Polar Life - M. Roper		All aboard the London Bus - M. Roper		Poems about trees and flowers (Interim)
Humanities	The Great Explorer A History of Her (own)	Let's Travel - Oliver Jeffers Ice Cream - M. Roper	Firefighter - Rachel Blythe The Great Fire of London: An illustrated history of the Great Fire of 1666	A Walk in London (Illustrated)	Henry Isaacson: Found for the (Illustrated)	

A selection of core texts are identified for each year group to support the knowledge and vocabulary to be learnt in different areas of the curriculum, contributing to promoting reading for pleasure. These are carefully chosen quality texts that include a variety of genres and ensure the children read books which are challenging and of a diverse nature. Each year's reading journey is reviewed annually to ensure breadth and depth of coverage, reflect the current cohort, staff and new releases.

The English curriculum is planned around these high quality texts allowing opportunities for reading, writing and speaking and listening activities. Texts are carefully chosen in each year group to ensure they are interesting and engaging, there are many opportunities for rich discussion of language and vocabulary. They provide appropriate challenge and provide meaningful learning opportunities to teach the required skills. Explicit cross-curricular links are made wherever possible.

Reading Assessment

The reading leaders assess children that are on the Read Write Inc. programme half-termly on their word reading and fluency. The results are entered onto the assessment tracker so that progress can be tracked and any children that are not keeping up are identified quickly. They are then grouped accordingly for the next half term.

The children that have moved on to the 'Danson Reading Colour Bands Scheme' are assessed using the Collins Fluency Assessments termly. These are completed by the class teacher and used to inform the children's progress through the coloured bands. Any children which are working below the expected coloured band are assessed half termly.

Summative assessments are completed once every half term using the NTS reading assessment papers and the results are entered onto MARK. These are then used to inform teacher assessments and inform planning and any key stage whole school areas for development.

Reading formative assessments are completed during whole class reading sessions, English lessons, 1:1 reading and other reading opportunities across the curriculum. Formative assessments are recorded at regular intervals using the statements on O Track which are based on the National Curriculum.

Book Week

Annually, Danson celebrates reading with a whole week dedicated to our love of reading. This week is a chance for children to discover books and authors, share recommendations and take part in author visits or virtual experiences, competitions, dress up day and many other engaging and exciting reading activities. In the past we have held various fun events such as the Book Fair Enterprise Challenge, Danson's Masked Reader Competition and a sponsored Readathon. Book Week is part of Danson's recognition of World Book Day. As part of our celebration of reading, we host a Scholastic Book Fair in school, which provides an opportunity for the children to browse and buy some of the newest and best books for themselves after school.

Author Visits

Throughout the year, author, poet, illustrator or storyteller visits or virtual experiences are organised for the children to participate in. At Danson, we view authors and poets as invaluable sources of inspiration for our pupils. Through virtual events, such as Author's Abroad and in school workshops, pupils encounter real-life writers such as Joseph Coelho, Michael Paver, Hannah Shaw, P.G. Bell and Marie Basting. Pupils learn techniques for writing and are able to ask questions about the author's inspiration and ideas behind their books.