



Reading at Fairview Community Primary School



Our Reading Philosophy

Here at Fairview, we aim to engender a passion and love for reading within children, who become both independent and reflective readers and who can read fluently and for meaning. Throughout the Reading curriculum, children will be exposed to wide ranging and diverse texts that will develop their knowledge of themselves and the world around them, enable them to establish an appreciation of reading and the richness of vocabulary, to gain extensive knowledge across the curriculum and develop their comprehension skills. We are committed to providing children opportunities to be exposed to high-quality texts that are language-rich, which will support children in understanding what they have read and to express themselves as mature, sophisticated learners.

Parents are vital partners in the process of encouraging and developing children's reading skills. Children will use a variety of reading skills, which will provide children with the ability to access the full curriculum and in turn enabling them to know more and remember more. When new knowledge and existing knowledge connect in pupils' minds, it gives rise to a much better understanding of what they have been taught.

We believe that children learn from models: parents, teachers, other adults and their peers. We have high expectations of all the children's reading achievements and support their progress through a carefully planned English curriculum and through many other cross-curricular activities.



The Reading Curriculum

The reading curriculum is split into 2 dimensions:

Word Reading

Children are taught to:

- Through phonics, students are taught to decode words by sounds – showing them how to make connections between the letters of written texts (graphemes, or letter symbols) and the sounds of spoken language.
- Read common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Apply their growing knowledge of root words, prefixes (e.g. **un** - **unhappy**, **dis** - **dissimilar**, **mis** - **misinterpret**, and suffixes (e.g. **-ing** = **crying**, **-ness** = **happiness**, **-ful** = **beautiful**), both to read aloud and to understand the meaning of new words that they meet.

Comprehension

Children are taught to:

- Understand what they read, in books they can read independently and by texts that are read to them.
- Discuss their understanding and explaining the meaning of words in context.
- Ask questions to improve their understanding of a text.
- Draw upon 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.
- Identify main ideas drawn from more than one paragraph and summarising these.
- Identify how language, structure, and presentation contribute to meaning.
- Retrieve and record information from non-fiction, fiction and poetry.

Reading at Fairview

Reading Lessons

Teachers read stories, non-fiction texts and poems within reading lessons, using high quality pieces of literature. Reading lessons incorporate regular reading of texts both as a whole class, as a small group in EYFS and as an individual. Teachers emphasise the use of strategies when reading new texts and focus on teaching comprehension using the curriculum domains. Within lessons, teachers may use images, paintings and short video clips to support children's understanding of inference. The children may be asked to discuss what the image is 'showing' the reader, what they can infer about characters within a film clip or make predictions based on what they have seen.

Reading Domains

The reading domains set out relevant elements from the national curriculum programme of study for Key Stage 1 & 2. These shape the structure of our lessons.

KS1 Domains: key stage one incorporates the curriculum domains using 'domain dogs' to make help our younger students access the skills required for the end of Key Stage 1 students.

Content domain reference	
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



Vocabulary Victor



Rex Retriever



Inference Iggy



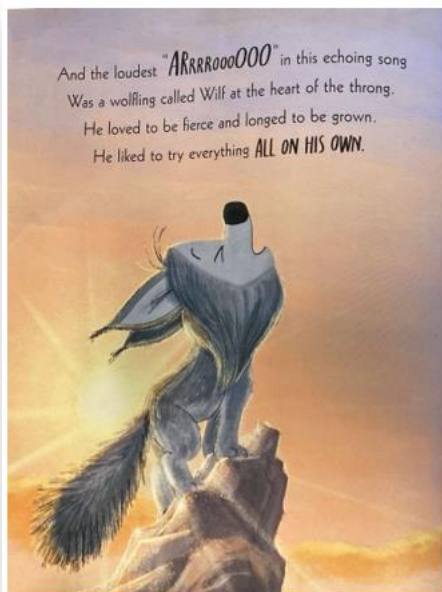
Sequencing Suki



Predicting Pip

KS1 Example Questions

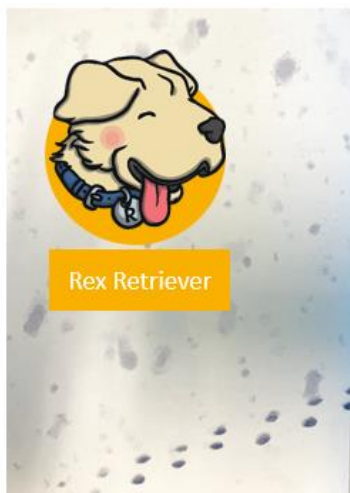
Within a sequence of reading lessons, students will be taught how to answer a variety of questions that link to the domain dogs. Below are some examples:



Vocabulary Victor

'Was a wolfling called Wilf at the heart of the throng.'

Which word in this sentence tells you that Wilf is a baby wolf?



Rex Retriever

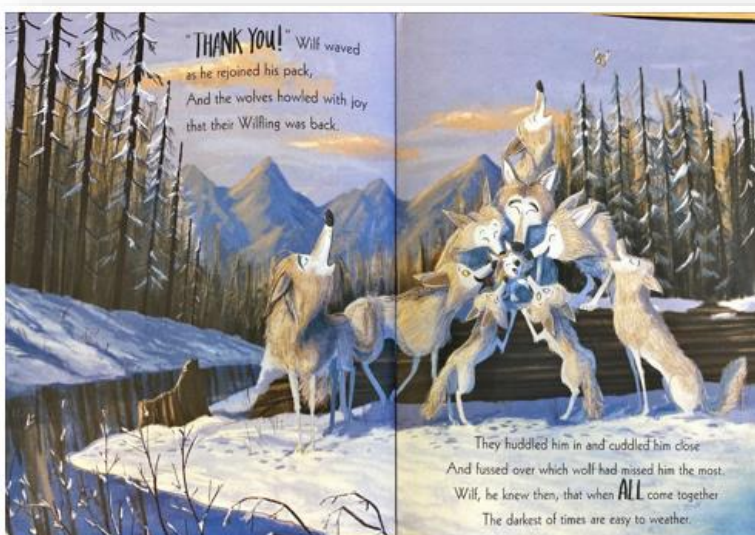


1. Who lost their way back?
(Tick the answer)

The Pack

☐

Wilf

☐

1. Explain how the wolves felt when Wilf re-joined his pack.



Inference Iggy

KS2 Domains: key stage two also follows the curriculum domains, which set out the relevant elements from the national curriculum programme of study (2014) for English – these are assessed in the English reading test at the end of Year 6.

Content domain reference	
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

KS2 Example Questions

Within a sequence of lessons, students will be taught the skills needed to answer a variety of questions, which relate to each of the above domains.

Domain 2a:

<p>Like a man-made magic wish, the aeroplane began to rise.</p> <p>The boy sitting in the cockpit gripped his seat and held his breath as the plane climbed into the arms of the sky. Fred's jaw was set with concentration, and his fingers twitched, following the movements of the pilot beside him: joystick, throttle.</p> <p>The aeroplane vibrated as it flew faster into the setting sun, following the swerve of the Amazon River below them. Fred could see the reflection of the six-seater plane, a spot of black on the vast sweep of blue, as it sped towards Manaus, the city on the</p>	<p>Read the sentence beginning '<i>The boy sitting...</i>'</p> <p>Find and copy a word or group of words that show the boy was scared.</p>
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Domain 2d:

<p>Look at the paragraph beginning '<i>Yes, said Tom</i>' to '<i>He noticed a small boy...</i>'</p> <p>What impression do we get of the character Tom?</p>

Reading Within Writing

At Fairview, we base our writing outcomes around a text for each writing sequence. This exposes children to variety of genres, vocabulary and themes, which in turn enables them to produce amazing pieces of writing and encourages them to read outside of their comfort zone.



Class Reading Corners

We have put a huge emphasis on our class reading areas from Year 2 upwards. Making sure they are inviting, exciting and overall celebrate reading.



Library Time

Each class has one timetable library session per week, which enables children to choose a book to read in school and at home. It also provides children with the opportunity to recommend books to their peers and share their enjoyment and love of reading, as well as have some quiet reading time to enjoy their books.

Extra-Curricular Activities

Year 6 children run a lunch time library club for Year 1 & 2 students, where they share a love of books with the younger children. Each term, two after-school book clubs are held for KS1 & KS2 children, which enables children to share a passion and enjoyment for all things relating to books.



Frequently Asked Questions

What if I don't have enough time?

- It's ok if you don't read a whole book or a chapter at once.
- If you don't have 30 minutes, try just 10!
- Be intentional about making reading aloud a regular part of your life.
- Try audiobooks (even in the car) – you are still sharing a story together.

My child can read on their own, do I still need to read to them?

- Reading alone and reading aloud are not mutually exclusive. We can and should do both!
- Children can listen to stories with more complex vocabulary than what they can read on their own.
- Sharing books together builds strong bonds.
- Reading aloud stimulates conversations that you might not otherwise have.

What books do I choose?

- Start with topics that interest your child (space, humour, dinosaurs, sport).
- The self-selection, self-interest factor is important – let kids read what interests them.
- See the **recommended reading lists** on our school's reading page.
- Ask a librarian or your child's teacher for recommendations.

What if my child won't sit still?

- Studies show that for many children, actively engaging in something with their hands helps them listen better.
- For some children, information can go deeper into their brains when they physically move around (get children to act out part of the book; it'll bring it to life).

When do I read?

- The most popular time is bedtime since it's a great way to relax at the end of the day.

- Use waiting times to pull out a book – at the doctor's office, before practice starts, whilst on a drive, etc.
- The most important thing is to create a routine that works for your family.

What if my child doesn't like reading?

- Our attitude about reading and the atmosphere we create in our home matter.
- It's essential that we communicate with our words, actions and attitudes that reading is worthwhile for its own sake.
- Show interest in what interests your child.
- Children benefit simply from the presence of books.
- Create a literacy-rich environment and expose them to role models who read often.
- Seeing reading as a reward rather than something that they 'have to do' often helps with reluctant readers.
- Centre some fun activities around reading:
 - Create and play a game based on your favourite book (children could go on a scavenger hunt looking for items that relate to the story)
 - Make some fun treats based on a book (you could bake monster cookies that relate to Where the Wild Things Are or make rainbow biscuits shaped like a fish to represent The Rainbow Fish)
 - Make a craft from a book (making a Very Hungry Caterpillar out of pom poms or book characters from wooden spoons)

Questions to Support Reading at Home

On our school's Reading webpage, there are two links (KS1 Questions to Support Reading & KS2 Questions to Support Reading). These links will take you to bookmarks (examples below) which can be printed. They have questions for you to use at home when listening to your child read and relate to the reading domains for each key stage.

KS1 Bookmark

Vocabulary Questions with Victor

- Can you find a word/sentence that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Can you find a word in the text that means the same as...?
- Find an adjective in the text



Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learnt from the text.
- Find the part where...



If you are not sure, say:

- Have a guess.
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that... means... what might... mean?
- Does the picture help us?
- Where else could we look for a clue?

If you can't read a word, say:

- Can you break it up?
- Are there any sounds you know?
- Do you know a word that looks like it?
- What could it say?

twinkl.com

KS2 Bookmark

Vocabulary Questions with Victor

- What does this word/phrase/sentence tell you about the character/setting/mood?
- By writing..., what effect has the author created? Do you think they intended to?
- What other words/phrases could the author have used here? Why?
- How has the author made you/this character feel by writing...? Why?



Retrieval Questions with Rex

- Find the... in this text. Is it anywhere else?
- When/where is this story set? Find evidence in the text.
- Find the part of the story that best describes the setting.
- What do you think is is happening here? Why?
- Who is telling this story?



Summarising Questions with Sheba

- What is the main point in this paragraph? Is it mentioned anywhere else?
- Sum up what has happened so far in... words/seconds or less.
- Which is the most important point in these paragraphs? Why?
- Do any sections/paragraphs deal with the same themes?



Be an Author with Arlo

- What does the word... tell you about...? How?
- Find two ways that the author tells you...
 - What do you think the author meant by...?

