



# READING PROCEDURE AT EVERGREEN PRIMARY ACADEMY

## Intent

Evergreen readers learn from a **progressive curriculum** to enjoy reading and being read to. They understand the **importance of reading for their future lives**. They build reading fluency as well as consider the impact of language and build their knowledge of words and their use of literature to make strong academic progress across different curriculum areas.

Learners understand that **reading is a life skill**. Our curriculum covers the key skills **learners need to become confident, fluent readers for life** – understanding inference, retrieval of information, the author's intentions and how vocabulary can enhance meaning. Within the Evergreen community, **reading is encouraged and respected as a fundamental building block within society**.

## 1-4-1 Reading

We aim to listen to **all** children across the academy read at least once a week from a range of different adults. This **promotes a love of reading**, provides **additional** opportunities for fluency and ensures reading is **prioritised** across the academy. Children are heard read by PCSOs, reading volunteers, Bristol Robins, Engage readers, admin staff, senior leaders, teachers and learning support assistants. In providing this opportunity at Evergreen, we are enabling children to **enhance** their **cultural capital** through carefully chosen reading books, expand their vocabulary and develop relationships with adults in our local community. We aim to develop independent, fluent and confident readers who want to read, regardless of their background, needs or abilities.



## Implementation

Early readers are encouraged to respond to stories they have heard through talk and play. In Reception, **learners read to an adult in school every day** to ensure the best start. Decodable books link directly to each child's phonics skills and a structured system is in place to support these books being taken home. Prior to decodable phonics books going home, learners can take home picture-only books to share with their family. To **promote a love of reading**, learners select a book to take home for an adult to read to them.

### EYFS and KS1

In EYFS, we teach reading skills through a guided reading, carousel structure. These lessons are separate from learners' daily phonics lessons. The lessons use phonetically decodable texts aligned with the current phase the class is learning in their phonics lessons. These lessons are delivered in the following way:

- Classes are split into four attainment groups.
- The four groups complete four different activities across the week. The four activities are:
  - Teacher led guided reading.
  - LSA led group focussing on fluency using the same book as the teacher led group.
  - Listening to carefully selected stories on the iPad.
  - Independent reading of their own text with adult/child discussion
- Teacher led guided reading planning follows Unlocking Letters and Sounds planning. Example:

 <b>Is It Hot?</b> Lesson Plan for Guided Reading Phase 3		
<b>Book talk</b> A short introduction to the book, which might include: <ul style="list-style-type: none"> <li>• Read the title</li> <li>• What or who can you see on the cover of the book?</li> <li>• What do you think the book might be about?</li> </ul>	What do you think the book is about? What is hot on the front cover? Can you think of other things that can be hot?	
<b>Phonics focus</b> <ul style="list-style-type: none"> <li>• Revisit and review some of the phonemes that the children will encounter in the text</li> </ul>	j, w, x y, qu	
<b>Blending focus</b> <ul style="list-style-type: none"> <li>• Ask the children to blend and read some of the words that they will encounter in the book</li> <li>• Practise blending polysyllabic words, first 'chunking' them and then reading them quickly</li> </ul>	yes jet max wet me/tal jack/et ll/quid Yas/min	
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• Discuss the meanings of any words in the text that the children might be unfamiliar with</li> </ul>	max – In this book, 'max' is short for maximum, which means the most you can have of something liquid – something that is runny, flows easily and can be poured. It is not a solid or a gas	
<b>Common exception words</b> <ul style="list-style-type: none"> <li>• Quick recall of common exception words</li> </ul>	he, she, be	
<b>Independent reading</b> The children are to turn their chairs back-to-back and read aloud to themselves. The teacher is to go around and listen to each child, providing them with support and feedback as appropriate.		
<b>Reading fluency</b> Modelling expression and fluency: on pages 8 and 12, the teacher should model and the children practise saying these sentences with expression in response to the question and exclamation mark.		
<b>Comprehension</b> <ul style="list-style-type: none"> <li>• How did Yasmin's metal pan get hot?</li> <li>• Why did Jen's water not get hot, even when she put the tap on max?</li> <li>• Why were the socks hot?</li> </ul>		

- Teachers record the progress of learners' reading skills in their guided group using a 'Guided Reading Record' sheet.

Group	Book/Phase	Notes
Date		

Once a child is able to read phonetically, they will read levelled books which will grow with their ever-widening vocabulary and phonic knowledge while supporting comprehension skills. Regular assessment ensures that book levels are accurate to meet the child's needs. **New arrivals to the school are supported effectively** and assessed so that relevant phonics and comprehension support can be put in place.

As learners build phonics knowledge, reading skills are introduced through Daily Reading sessions to support their progress as a reader, following a progressive curriculum that **builds knowledge and skills over time**. In EYFS and KS1 lessons follow a guided reading, carousel structure with four groups in each class enjoying the same four activities each week. In Years 3 to 6, reading lessons start with a DERIC activity for learners to develop their Decoding, Explanation, Retrieval, Interpretation and author's Choice skills. This activity is followed by a teacher-led session following the **Evergreen STAR pedagogy**.

In KS2, we teach reading skills through Daily Reading sessions. We use the Cabot Learning Federation I am a Reader Curriculum to support our planning. Reading lessons in KS2 are delivered in the following way:

- Each Reading session begins with a DERIC.
- A DERIC is a set of questions on to a short text which is linked the current stimulus for writing. This supports the developing and embedding of key vocabulary across the curriculum. Each question relates to a different reading skill:
  - Decode
  - Explain
  - Retrieve
  - Interpret
  - Choice (Author, Illustrator, Poet, Artist...)
- At the end of the DERIC session, the teacher discusses the answers and the children self-mark their work using purple pen. If a child has an incorrect answer or did not give an answer to that question, they record an answer in a full sentence using a purple pen.
- After this, teachers briefly explain why reading is a fundamental skill and link to real life reading.
- Following on from this, teachers model reading using our EPA fluency tracker of the key text for that week. Across the week, teachers and children assess themselves using the fluency tracker. This gives teachers the opportunity to model good reading practices and to hear children read aloud. Teachers will focus on choosing lowest 20% readers, PP learners and any other learners who are not reading regularly at home or with an adult in school.
- Teachers then contextualise the learning by explaining the what, why and how of the lesson and when learners may have carried out similar learning. A slide with a structure like below will be used:



**EPA Reading Fluency Table**

	1	2	3	4
<b>Expression and Volume</b>	Quiet voice. Does not sound like the reader is talking to a friend.	Quiet voice. The reading is natural. Some of the facts but a few are missing or a few are added.	Reads with good volume. Reads with expression and intonation. Reads with a good pace.	Reads with excellent volume. The reader reads with expression and intonation. Reads with a good pace.
<b>Phrasing</b>	Reads one word at a time. Reads by words.	Reads in two or three phrases. Reads in four or five phrases. Reads in six or seven phrases. Reads in eight or nine phrases. Reads in ten or more phrases.	Reads in two or three phrases. Reads in four or five phrases. Reads in six or seven phrases. Reads in eight or nine phrases. Reads in ten or more phrases.	Reads in two or three phrases. Reads in four or five phrases. Reads in six or seven phrases. Reads in eight or nine phrases. Reads in ten or more phrases.
<b>Smoothness</b>	Lots of hesitations. Lots of corrections. Lots of errors. Lots of errors in reading.	Reads with some hesitations. Reads with some corrections. Reads with some errors. Reads with some errors in reading.	Reads with some hesitations. Reads with some corrections. Reads with some errors. Reads with some errors in reading.	Reads smoothly. Reads with some hesitations. Reads with some corrections. Reads with some errors. Reads with some errors in reading.
<b>Pace</b>	Reads slowly. Reads with a slow pace. Reads with a slow pace.	Reads quite slowly. Reads with a slow pace. Reads with a slow pace.	Reads just over slow. Reads with a slow pace. Reads with a slow pace.	Reads at a good pace. Reads with a slow pace. Reads with a slow pace.

## We are learning to

- Why?
- How?

- A specific reading skill is then taught to support the pupils' ever-growing reading development. Lesson objectives are chosen from the reading skills progression document: [CLF Reading Grid - Skills Progression.xlsx](#)
- Teachers follow the Evergreen T&L framework which includes 'explanation' (modelled question and answers), 'practice' (shared questions and answers and independently use the skill), AFL (identify areas for next steps) and 'adaptation' (adapting to the needs of individuals and whole cohort). We follow an 'I do, We do, You do' approach to all sessions
- Learners then complete learning adapted to their needs.
- Teachers plan using the EPA Planning format for being a reader and this is tracked across the academic year

### Lesson design

Teachers are not expected to produce written plans for individual lessons. Rather, staff should create lesson designs – using either flipchart or Powerpoint – which contain all of the resources required for the lesson. This has several advantages:

- Staff workload is reduced by avoiding duplication of ideas
- The similar structure of each lesson allows teachers to devote time to the content rather than the structure of each lesson
- Lessons contain similar, important elements across all year groups, ensuring consistency for pupils in readers lessons

Template lesson designs are available to assist teachers in creating their own lessons efficiently. Each lesson design should contain the following elements:

- DERIC
- Fluency
- We are learning to
- How and why? Including connections to the real world.
- Oracy strands and metacognition focus
- Vocabulary
- Clear modelling, including the following in any order or quantity:
  - I do
  - We do
  - You do

### **Feedback**

Teachers understand that feedback is a crucial element of the learning journey in reading. We believe the following about feedback:

- All work should receive timely feedback
- Feedback is not designed to elicit an emotional response
- Feedback is designed to make pupils think and provides something to be acted on
- Feedback requires pupils to do more work than the adult giving it

Assessment for learning (AFL) is at the heart of our approach to feedback. Teachers use questioning to assess pupil understanding between and within lessons. Through discussion, teachers are able to provide pupils with feedback during the learning.

Teachers are expected to provide feedback on every piece of learning. Where possible, teachers give feedback within the lesson itself; verbal feedback does not need to be recorded. After a lesson, teachers should acknowledge work: this is particularly important until pupils develop intrinsic motivation.

Teachers will highlight the learning statement green if the learning has been fully met or orange if it has not been met or only partially met. Teachers will indicate what level of support had been given to the child using a code next to the learning statement. **I** for independent, **S** for adult support or **G** for guided group. When the learning has not been achieved and the learning statement is highlighted orange, children will either receive verbal feedback or be targeted for a focus group when the objective is next taught. If a child receives verbal feedback, the adult will indicate this in the child's book with a **V**.

### **Assessment**

Both formative and summative assessment are integral to the teaching and learning of reading at EPA. Assessment data supports teachers and leaders in making judgements about pupil attainment and progress throughout the school. Data is also used to inform next steps in teaching and learning, both within lessons and between lessons.

## **Impact**

Reading is a **fundamental building block** for our learners' knowledge and understanding their world. Learners at Evergreen show a love of reading and make strong progress during internal and national assessments, **regardless of their starting point**. Evergreen readers can confidently stand and read to an audience of their peers, use their reading skills to support their wider academic progress and participate in discussions about what they have read and what they have enjoyed reading.