



# Teaching & Learning Guide

Adopted	Sep 2019
Lead	TS, MU & CM
Reviewed	



# Contents

Aims

Planning

Feed Forward

Environments

Wider Reading



## Aims

At Cottons Farm, we are passionate about reading! We firmly believe that if children can read well and read widely they will be best placed to achieve in all areas of the curriculum. Our aims are as follows.

Aims	Where achieved in our curriculum
To ensure children read with accuracy and fluency.	<ul style="list-style-type: none"><li>• Phonics lessons</li><li>• Reading lessons</li><li>• 1:1 reading</li><li>• Buddy reading</li></ul>
To teach children to analyse what they read.	<ul style="list-style-type: none"><li>• Reading lessons</li><li>• 1:1 reading</li></ul>
To foster a love of reading in our children that ensures children read often and widely	<ul style="list-style-type: none"><li>• Reading lessons</li><li>• Accelerated Reader</li><li>• Buddy reading</li><li>• Story time</li><li>• Reading assemblies</li><li>• Author visits</li><li>• Reading weeks</li><li>• Rocket Reader Scheme</li><li>• Home reading diaries</li></ul>



## Planning

### Curriculum coverage

To ensure curriculum coverage, the national curriculum reading content domains have been organised under the acronym VIPERS\*

V	Vocabulary	<b>1a</b> - draw on knowledge of vocabulary to understand texts <b>2a</b> - give / explain the meaning of words in context
I	Inference	<b>1d</b> - make inferences from the text <b>2d</b> - make inferences from the text / explain and justify inferences with evidence from the text <b>2h</b> - make comparisons within the text
P	Prediction	<b>1e</b> - predict what might happen on the basis of what has been read so far <b>2e</b> - predict what might happen from details stated and implied
E	Explanation	<b>2f</b> - identify / explain how information / narrative content is related and contributes to meaning as a whole <b>2g</b> - identify / explain how meaning is enhanced through choice of words and phrases
R	Retrieval	<b>1b</b> - identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information <b>2b</b> - retrieve and record information / identify key details from fiction and non-fiction
S	Summary	<b>1c</b> - identify and explain the sequence of events in texts <b>2c</b> - summarise main ideas from more than one paragraph

\*Phonics/word reading is not covered by the VIPERS acronym. Reference to Phonics Teaching & Learning Guide should be made for guidance on phonics teaching

### Long Term Planning/Medium Term Planning

#### EYFS

A Structured story time will take place for 15 minutes prior to Lunchtime every day.

The time will follow the following cycle

Week 1		Week 2	
Day 1 & 2	Read and discuss non-fiction related to fiction text.	Day 1	Re-read and go over key vocabulary



Day 3 - 5	Read and re-read fiction text and discuss key vocabulary	Day 2 - 5	Ask and discuss a key question a day
-----------	--	-----------	--------------------------------------

The focus for each day should be informed Literacy Reading Objectives from Development Matter. To meet the needs of the children statements from the following development bands should be used at the following times

Autumn 1	30-50 months
Autumn 2	30 - 50 months
Spring 1	40 - 60 months
Spring 2	40 - 60 months/ ELG
Summer 1	ELG
Summer 2	ELG/ Year 1 curriculum

### Year 1

A reading lesson will take place for 30 minutes straight after lunch.

The lessons will follow the following cycle

	Week 1	Week 2
Lesson 1	Non-fiction [R] [V]	Gist list [R]
Lesson 2	Non-fiction [R] [V]	Sequencing [R]
Lesson 3	Read book and vocab [V]	Inference (speech or events) [I]
Lesson 4	Read book and vocab [V]	Inference (speech or events) [I]
Lesson 5	Read book and vocab [V]	Prediction [P]

The learning intention each day should be informed by the Year 1 curriculum objectives relevant to the specific area of VIPERS being taught that day.

### Year 2 & 3

For year 2, a reading lesson will take place for 30 minutes every day straight after lunch.



For year 3, a reading lesson will take place for 40 minutes every day from 9:05am.

The year will be split into 5 cycles each of 7 weeks in duration.

Cycle 1, 3 & 5 - based on a novel

Cycle 2 & 4 - based on a range of extracts

A novel cycle will be organised as follows

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
L1	Non-fiction [R] [V]	Retrieval [R]	Reading + vocabulary [V]	Inference (point + justify) [I]	Retrieval [R]	Reading + vocabulary [V]	Inference (point + justify) [I]
L2	Non-fiction [R] [V]	Retrieval [R]	Reading + vocabulary [V]	Close reading [V] [I]	Inference (justify) [I]	Reading + vocabulary [V]	Close Reading [V] [I]
L3	Non-fiction [R] [V]	Inference (justify) [I]	Retrieval [R]	Reading + vocabulary [V]	Inference (point + justify) [I]	Retrieval [R]	Prediction [P]
L4	Reading + vocabulary [V]	Inference (point + justify) [I]	Retrieval [R]	Reading + vocabulary [V]	Prediction [P]	Retrieval [R]	Hot Task (mixed practice) [V] [I] [P] [R] [S]
L5	Reading + vocabulary [V]	Close reading [V] [I]	Inference (justify) [I]	Retrieval [R]	Close Reading [V] [I]	Inference (justify) [I]	Hot Task (mixed practice) [V] [I] [P] [R] [S]

An extracts cycle will be organised as follows

	Week 1 - Fiction	Week 2 - Non- fiction	Week 3 - Fiction	Week 4 - Non-fiction	Week 5 - Poetry	Week 6 - Fiction	Week 7 - Non- fiction
L1	Cloze [V]	Cloze [V]	Cloze [V]	Cloze [V]	Reading + Vocabulary [V]	Cloze [V]	Cloze [V]
L2	Retrieval [R]	Reading + Vocabulary [V]	Retrieval [R]	Reading + Vocabulary [V]	Retrieval [R]	Retrieval [R]	Reading + Vocabulary [V]
L3	Inference (justify) [I]	Summary [S]	Inference (justify) [I]	Summary [S]	Inference (justify) [I]	Inference (justify) [I]	Summary [S]



L4	Inference (point + justify) [I]	Retrieval [R]	Inference (point + justify) [I]	Retrieval [R]	Inference (point + justify) [I]	Inference (point + justify) [I]	Retrieval [R]
L5	Prediction [P]	Retrieval [R]	Prediction [P]	Retrieval [R]	Close Reading [V] [I]	Prediction [P]	Retrieval [R]

The learning intention each day should be informed by the Year 2 or 3 curriculum objectives relevant to the specific area of VIPERS being taught that day.

### Year 4, 5 & 6

For Year 4, 5 & 6, a reading lesson will take place for 40 minutes every day from 9:05am.

The year will be split into 5 cycles each of 7 weeks in duration.

Cycle 1, 3 & 5 - based on a novel

Cycle 2 & 4 - based on a range of extracts

A novel cycle will be organised as follows

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
L1	Non-fiction [R] [V]	Retrieval [R]	Reading + vocabulary [V]	Inference (point + justify) [I]	Retrieval [R]	Reading + vocabulary [V]	Inference (point + justify) [I]
L2	Non-fiction [R] [V]	Retrieval [R]	Reading + vocabulary [V]	Close reading [V] [I] [E]	Inference (justify) [I]	Reading + vocabulary [V]	Close Reading [V] [I] [E]
L3	Non-fiction [R] [V]	Inference (justify) [I]	Retrieval [R]	Reading + vocabulary [V]	Inference (point + justify) [I]	Retrieval [R]	Prediction [P]
L4	Reading + vocabulary [V]	Inference (point + justify) [I]	Retrieval [R]	Reading + vocabulary [V]	Prediction [P]	Retrieval [R]	Explain Author intent [E]
L5	Reading + vocabulary [V]	Close reading [V] [I] [E]	Inference (justify) [I]	Retrieval [R]	Close Reading [V] [I] [E]	Inference (justify) [I]	Hot Task (mixed practice) [V] [I] [P] [E] [R] [S]

An extract cycle will be organised as follows

Week 1 - Fiction	Week 2 - Non-fiction	Week 3 - Fiction	Week 4 - Non-fiction	Week 5 - Poetry	Week 6 - Fiction	Week 7 - Non-fiction
------------------	----------------------	------------------	----------------------	-----------------	------------------	----------------------



L1	Cloze [V]	Cloze [V]	Cloze [V]	Cloze [V]	Reading + Vocabulary [V]	Cloze [V]	Cloze [V]
L2	Retrieval [R]	Summary [S]	Ordering [R]	Summary [S]	Retrieval [R]	Retrieval [R]	Summary [S]
L3	Inference (justify) [I]	Retrieval [R]	Inference (justify) [I]	Retrieval [R]	Inference (justify) [I]	Inference (justify) [I]	Retrieval [R]
L4	Inference (point + justify) [I]	Explain Author intent (AF4) [E]	Inference (point + justify) [I]	Explain Author intent (AF4) [E]	Inference (point + justify) [I]	Inference (point + justify) [I]	Explain Author intent (AF4) [E]
L5	Explain Author Intent [E]	Fact & Opinion [E]	Prediction [P]	Fact & Opinion [E]	Explain Author Intent [E]	Explain Author Intent [E]	Fact & Opinion [E]

The learning intention each day should be informed by the Year 4, 5 or 6 curriculum objectives relevant to the specific area of VIPERS being taught that day.

### Short Term Planning

The planning formats for each stage should be used to structure the planning of each lesson.

### Choice of text

In the novel cycle, texts we will be selected by the English Subject Lead in conjunction with the SLT.

In the extract cycle, texts will be selected from Prim Ed, Reading Detectives and extracts from Year group Reading Spine books.

### Learning intention

Informed by the part of VIPERS being taught and the curriculum objectives.

### Independent reading

At times, children will need to read portions of the text to enable them to then engage in analysing the text. To





ensure children are focussed on the reading, the teacher can use two techniques

- 1) One child reads out loud, all others follow along with finger and teacher randomly changes reader to keep people focussed.
- 2) Child reads silently but teacher creates an AIR question. This is a question that assesses how the child reading the text has engaged with it thus ensuring they remain focussed whilst reading silently.

### Vocabulary

For each text, vocabulary needs to be identified using the SEEC model.

- 1) Select - in advance read the text and select the vocabulary that you will cover. Think about the tier two words (words that do not often appear in everyday conversation but are also not highly subject specific).
- 2) Explain - give a simple child friendly definition and as much as possible use a picture to support (at times, this won't be possible).
- 3) Explore - have children use the word in their own sentence, creating synonyms or antonyms whilst working with a partner
- 4) Consolidate - think about how you will use the word in the wider curriculum in your teacher talk.

Vocabulary explored in this way must be written down and hung on the word net.

### Modelling

The modelling should focus on embedding the relevant toolkit for that day and setting the



children up for success in the activity. The teacher should demonstrate the thinking and the skill required to be successful in the activity and talk the children through the toolkit. Modelling should last for no longer than 10 minutes.

### Questioning

During the modelling the teacher must use questioning to assess understanding. The reading question stem PowerPoint will help with this.

When asking a question, teachers must have an awareness of the need for think time for students. To allow for this teachers can

- 1) Allow 7 seconds think time
- 2) Use partner talk

Some useful question stems to probe for understanding are

- 1) Convince me the answer is...
- 2) Show me in the text where you see...
- 3) ABC. Do you agree with what has just been said? How do you want to build upon what has been said? Do you want to challenge what has been said?

The teacher must ensure that questions are not simply directed to children with their hands up.

### Activity

The activity must relate to the learning intention. When planning activities, reference should be made to the Reading Question Stems and Suggested Activities as a guide.

During the activity, the teacher should work with groups of children. Immediately following the modelling, the teacher should support those children identified as in need of additional support. The teacher must be mindful of not over scaffolding



the learning and ensure that all groups have at least some time to work independently.

During the activity, the teacher should take opportunities to give as much verbal feed forward as possible.

Activities need to be planned to last 15 and 20 minutes.

### Support & Challenge

#### Support

Children with SEND or who are well below ARE may struggle to access the text and in this scenario the following support should be offered

- 1) Have child follow along with finger as they listen to another child reading the text.
- 2) Use pictures to help understand key vocabulary.
- 3) For each question, copy and paste the portion of text where the answer can be found below the question to help the child.
- 4) Sit child next to a high attainer who can act as a lead learner

If a child is still unable to access the learning after these changes, referral should be made to the SENDCO to decide on the next steps.

#### Challenge

Children who have prior higher attainment need to be challenge in all lessons. Challenge should be given in the following ways

- 1) Children to read independently with an AIR question.
- 2) If teacher feels child is secure with what is to be modelled, child may start activity early to allow them more time to get onto the challenge.
- 3) Every lesson to include a challenge (see suggested challenges).
- 4) Child to act as a lead learner to embed their knowledge.



## Plenary

The plenary or mini plenaries may be used for the following purposes

- 1) Addressing a common misconception with a group of children
- 2) Marking the learning
- 3) Sharing good examples of the learning using a visualiser.

## Close Reading

These are occasional lessons that follow a slightly different format. The idea of the lessons is to go into more detail on a smaller extract. The PowerPoint guidance and planning format should be used for these lessons.

## Feed Forward (FF)

As with all subjects, it is recognised that verbal FF is always more meaningful and beneficial for the child.

In the lesson, the teacher must use verbal FF as much as possible to address misconceptions before the lesson is over.

When giving verbal FF/ live marking, the teacher should use ticks and dots to indicate correctness and write VF to indicate FF has been given. Children should then use their responding to FF pens to correct/ tweak their responses.

Following the lesson, the teacher must ensure all learning is marked with either a tick or a dot.

At least twice a week, Whole Class FF Sheets should be used, and children should have time to action FF the next day. This could mean the following

- 1) The child could be asked to correct their learning. A decision should be taken on whether this can be



done independently, with a lead learner or with adult support.

2) The child could be pushed on to the challenge activity.

3) Where a child does not need 1) or 2), they can either act as a lead learner or start reading the text for that day early.

Assessment information about children should also be used to inform future planning when the same objective is re-visited as it will tell you

- Who is likely to need extra support.
- Who is becoming more confident and therefore may be able to proceed to the main activity with a shorter modelling session/ no modelling.

## **Environments**

In each classroom, there should be a working wall dedicated to Reading.

The working wall should contain

- Title - "Reading"
- The toolkits
- During the novel cycle, pictures and information (including about the author) from the novel being studied.
- During the extract cycle, pictures and information from the previous novel should continue to be displayed.

In addition to the working wall, the following must also be in place:

- Word net with words written on blue card (nouns), red card (adjectives), green card (verbs) and yellow card



(adverbs) to display the words selected using the SEEC model.

- Accelerated Reader Venn Diagram display.
- Home Reading tracker - displayed on the door of each classroom.
- Rocket Reader display to track awarding of rocket reader badges.

## Wider Reading

### Accelerated Reader

In Key Stage Two, children will have an Accelerated Reader Lesson for the first 30 minutes after lunch. In this session, they will read their "in-school" AR book and when needed complete quizzes on the book.

Children will complete termly star tests to determine the range of books they are able to read.

In this lesson, children are expected to read silently.

The teacher should hear different readers for 5 minutes during the session. These readers should be selected based on

- 1) Information about regularity of home reading.
- 2) Target children from PPMs.

### Home Reading

Pupils should have an "at-home" AR book which they take home each day to read for 15 minutes.

Pupils in Year 1 and pupils in Year 2 who have yet to pass the Phonics Screening must have a book that is phonetically decodable based on the stage of phonics they have reached.

Parents will be encouraged to hear their children read and record this in their Reading Diaries.



Children in KS2 are allowed to read independently for 15 minutes and then get a parent to sign to say they have done so.

To encourage bedtime stories, parents who read a story to their children can record this as a read in the reading diaries.

Reading diaries must be checked by class teachers at least once a week (often more for PPM target children).

Children will be rewarded for home reading with our Rocket Reader scheme. Each time they reach a reading milestone they will be awarded with a badge.

25 reads	Red
50 reads	Blue
75 reads	Yellow
100 reads	Green
150 reads	Orange
200 reads	Purple
250 reads	Silver
300 reads	Gold

In addition, their photo will be moved on the class Rocket Reader display to show the milestone they have reached.

### Story Time

For the final 15 minutes of the day, children must have a story time. This should be the teacher reading a text from the reading spine for those year groups in an engaging way. The teacher should take opportunities to talk about vocabulary and ask questions during these sessions.

### Buddy Reading

Once a week, pupils will pair up with pupils from another class for buddy reading. The class teachers will pair children up so that in each pair there is a professional reader and an apprentice reader. The apprentice reader will



read to the professional reader. These sessions will last for 15 minutes.

During these sessions, teachers should take the opportunity to listen to readers.

### Reading themed weeks

Three times a year, once per term. There will be a reading themed week. These weeks will have as their aim to foster a love of reading. The themes for each week will be determined by the English Lead in conjunction with the SLT.

### Reading assemblies

At least once per half term, the Headteacher will run a reading assembly where they will share an extract from their favourite book. These assemblies may also be used to launch a reading competition.

### Library visits

At least once a year, children will be given the opportunity to visit the local library.

Parents will be encouraged to join the local library.

