

Reading at West Town Lane Academy



What does reading look like at West Town Lane?

At West Town Lane we are committed to enabling our children to blossom into confident, fluent and joyful readers. The children begin their reading journey by being immersed in a vast array of texts and participation in our successful and validated synthetic phonics programme, Unlocking Letters and Sounds.

Having mastered phonics, children then access a wider range of increasingly challenging and cross-curricular texts and continue to develop and master comprehension skills (vocabulary, inference, prediction, explanation, retrieval, sequence or summarise). Reading is an integral part of every lesson. It takes place across our broad and rich curriculum, in order that children emerge from our school as accomplished readers with a wide vocabulary and a love of reading.

We believe our systematic, embedded reading habits allow children to make excellent progress and we've developed a culture that will enable children not just to read for pleasure, but also access a wide range of different text genres. They will then have the motivation and understanding to enable them to enter into their vocation of their choice.

If a child was to fall behind in their phonic or reading acquisition, they receive regular, targeted support to rapidly close the gap. Programs such as ULS interventions and 'Reading Recovery' and are employed by a specialised reading support teacher to identify and target gaps early and effectively.

What can you do

We encourage the children **to read at home every day** and ask that parents/carers record this at **least 3x a week** in reading records. Many families feel it is easier to get into a routine of reading daily at a time that suits them.

In addition to listening to your child read, it is highly recommended that you ask some literal, inferential and evaluative questions during and at the end of the read. This will help children engage with the text and think about it, which will increase their enjoyment and prepare them for such questions they may have to tackle in school. There is a list of example questions at the bottom of this document that you use to help improve your child's comprehension skills.

Join our reading army!

We also have a dedicated 'Reading Army' of parent/carers volunteers who come in to read with the children during any spare time they may have in the week. They have found this very rewarding. If you would like to join, please email office@wtlacademy.bristol.sch.uk

What we do at West Town Lane Academy

[illegible]

Below is a summary of book band progression:

Expectations			END OF RECEPTION				END OF YEAR 1			END OF YEAR 2		END OF YEAR 3	END OF YEAR 4	END OF YEAR 6 (Free Reader)
NO COLOUR BANDS USED UNTIL TURQUOISE														FR
ULS Sets (Rising Stars/bug club)	Phase 2 Sets 1- 5	Phase 3 Sets 6-11	Phase 4	Phase 5a	Phase 5b	Phase 5c	Turquoise	Purple	Gold	White	Lime			

Phonics scheme 'Unlocking Letters and Sounds'

Taught daily in Nursery, Reception (20-30 mins) and Year 1 (30 mins). Taught frequently in year 2 (daily until Christmas, 2-3 times weekly hereafter).

These actions are from our audit and are as follows:

- Children to take home books 95% fluent
- Phase 5 books split into many levels
- Reading Recovery: Main focus on decoding

Children who do not pass phonics in Year 2 are tracked and supported in KS2 – TA & Reading Recovery teacher

Comprehension guide

Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	Deduce, infer or interpret information, events or ideas from texts	Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level	Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level	Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
· Fact/Detail questions. · Looking for information found in the text. · The easiest question type as it's always possible to find the answer directly from the text. · Requires children to scan texts for key words/phrases in order to locate answers.	· Inference questions can be difficult because they are asking you to identify what the author is inferring or suggesting. · The answer is not explicitly stated in the text. · Children are required to deduce, infer or interpret information provided in the text. · Answers should be based on what is inferred, implied or suggested in the text.	· These types of questions may ask children to find words with a similar meaning to a given word. · They may ask children to explain the effect of a particular word or phrase. · They may ask the reader to interpret a metaphor or explain how the writer has created a particular atmosphere.	· These questions relate to the layout of the texts and can relate to fiction and non-fiction texts. · Answers may focus on the features of text types E.g. use of subheadings. · Readers may be asked to identify the genre. · Questions may focus on how the author has created certain effects e.g. tension, mystery, hope. · Readers may be asked to comment on writers' purposes and viewpoints.	· Fact/Detail questions. · Looking for information found in the text. · The easiest question type as it's always possible to find the answer directly from the text. · Requires children to scan texts for key words/phrases in order to locate answers.
Example Question Starters · What was the name of.....? · Who was.....? · Where are the? · Where did.....go? · Why do.....? · Describe..... · What happened at.....?	Example Question Starters · How did Sally know that her friends were safe? · What words or phrases tell us.....? · What does the writer think about.....? · Why is important in the story? · How does feel about? · How do we know that was.....?	Example Question Starters · Can you think of another word for...? · Why does the writer compare.....to.....? · How does the comparison help us to understand.....? · Why did the author use the word....? · What does the word/phrase suggest about.....? · Which words or phrases suggest that.....? · Which word or phrase tells us that.....?	Example Question Starters · Why are some of the words in italics/bold print? · Why are subheadings used? · Why has the writer used fact boxes? · How has the author made it easy to identify key points? · What is the purpose of the pictures/diagrams? · How has the author created tension? · How does the sentence'...' represent a turning point? · What is the underlying message of the poem?	Example Question Starters · What was the name of.....? · Who was.....? · Where are the? · Where did.....go? · Why do.....? · Describe..... · What happened at.....?