

Reading Curriculum Guidance for KS1 and KS2

This guidance document has been produced with Bristol teachers to consider the transition and provision for teaching reading during and after the COVID19 pandemic.

Included in this pack is:

- Key considerations for the teaching of reading on return to school
- Key Comprehension Skills
- Observing reading at a social distance, tips
- A compilation of books that are recommended by Bristol teachers for sharing with pupils to inspire a love of reading and stories
- Reading Interventions

Reading Key Considerations

Reading is the key to learning and should be prioritised on the return to school.

It is important that teachers and SLT see the catch up of reading as a 'long game' and not a 'quick fix'. This is more of a challenge for children currently in Y1 and Y5, as they will face statutory assessments when they return to school in 2021. For these children a focus on comprehension and fluency (including fluent decoding) will be key. Reading is a complex activity and children will be experiencing a range of barriers that will need to be skilfully assessed and addressed by teachers. Some children will not have read for some time and will have been faced with unusual challenges in their lives. This should always be taken into consideration. However there is great opportunity for stories and reading to help children to successfully transition back to school life.

1. The overarching key priority for the transition back to school is positive mental health for all pupils. Literacy and reading has a huge role to play in this process of re-engagement through co-constructing learning and readdressing gaps in learning.
2. Transition and communication will be key in order for progress to be made by pupils. Teaching and learning for the class and individual pupils will need to be discussed in detail during term 6 and ongoing during Term 1, by the previous and new class teacher to ensure:
 - areas that were not covered are highlighted
 - aspects that the class found challenging and were not 100% secure with are revisited
 - specific needs of individuals or groups of pupils
3. Teachers will need to identify NC key objectives and ensure that they are secure. Any not taught will need to be taught. Any not secure will need to be revisited and not skipped. Foundations of learning will be important for individual pupils in reducing anxiety.
4. Teachers will need to consider a balance of reading provision. Daily reading lessons (whole class or guided) will be needed to teach, revisit and secure key skills. This could be done using a class text or text extracts appropriate of the key objectives being taught (see attached book list for this). Opportunities should be given to pupils to apply and embed these skills in their individual reading. Due to the added pressure of social distancing, whole class teaching will need to be planned really carefully to make sure that lessons are fully effective. Key comprehension skills will need to be taught explicitly. These skills are outlined within this document along with a structure for teaching comprehension.
5. A key priority within the classroom will be to read 1-1 with children to assess and embed reading skills. Reading with an adult is an experience that pupils might have lacked over previous months but is essential in embedding key skills. Certain pupils should be prioritised for daily 1-1 reading. However, during and after the return to school there will be challenges around sharing books. We will need to change our practices to observe social distancing and infection control. Schools will endeavour to find solutions to this in line with their own risk assessments. This will have implications for both reading 1-1 with children at school and in

addition, for pupils reading and taking books home. Social distancing consideration will need to be given to 1-1 and group work. For 1-1 reading the teacher will need to remain conscious of keeping a distance from the child to maintain the health of both child and teacher - the child may forget or find this hard to understand. This can be supported by seating the child at the long edge and the teachers at right angles on the short edge of the table. In terms of the books themselves, a system of wiping and cleaning will be advisable. One route might be to use online books that can be accessed on electronic devices. Below is a list of websites giving free access to eBooks that have been tried and tested by Bristol teachers:

Bug Club:

<https://www.pearsonschoolsandfecolleges.co.uk/Primary/Literacy/AllLiteracyresources/BugClubInternational/Online/OnlineReadingWorld.asp>

Collins eBooks: <https://collins.co.uk/pages/big-cat-ebooks>

Mantralingua: <https://uk.mantralingua.com/>

Oxford Owl: <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

Get Epic: <https://www.getepic.com/>

Read on: <https://readon.myon.co.uk/library/browse.html>

6. Pupils will need to be individually assessed (in line with school risk assessments) to obtain an appropriate level of challenge in their reading book. Schools using book banded books might consider a form of benchmarking to assess both decoding and comprehension skills where appropriate. For older pupils an analysis of comprehension skills could be considered. A document with suggestions of observations is attached.

7. It is essential that pupils should be read to daily to develop an enjoyment of stories and a love of reading. This will also develop listening comprehension skills that are closely matched to reading comprehension skills. Included in this guidance is a list of inspiring book titles to share with pupils. We know that reading to children has many benefits but another benefit in these circumstances is that reading aloud is simple to carry out through social distancing. Hearing and enjoying stories might well be restorative in transitioning children back into some sort of school life. Collections of books dealing directly with empathy, anxiety. Loss or issues related to the COVID19 pandemic are listed on these websites/blogs:

<https://www.booktrust.org.uk/booklists/c/calming-mindfulness/>

<https://smithsmm.wordpress.com/2020/05/03/the-loss-picturebooksaboutloss/>

<https://www.empathylab.uk/2020-read-for-empathy-collections>

<https://axelscheffler.com/books-for-older-children/coronavirus>

<https://twitter.com/MrsHgrps/status/1259825541793951745>

Selected by Bristol teachers:

The Koala who could by Rachel Bright and Jim Field

Bob's Blue Period by Marion Deuchars

Ruby's Worry by Tom Percival

Extracts from the Boy, the Mole, the Fox and the Horse by Charlie Macksey

When Sadness is at Your Door Written and Illustrated by Eva Eland

The Magical Woods by Mark Lemon

8. Some pupils will require more intensive intervention teaching. Interventions should be carefully matched to individual children depending on their area of need. A list of reading interventions is listed in this document. Consideration will need to be given to the practical delivery of interventions whether 1-1 or as a small group in line with school risk assessments. Social distancing and infection control measures will obviously need to be taken in line with the school risk assessment.

9. For EYFS and Key Stage 1, schools should continue to follow their chosen scheme of phonics provision. Appropriate assessments and observations of pupils will identify gaps of phoneme identification and application in both reading and writing. Skills of blending and segmenting for reciprocal means will also be observed and assessed. Daily phonics lessons should address the requirements of the pupils. Additional phonic groups may be needed for children who have wider gaps in learning. For further support schools can contact their local English Hub <https://www.unlockingexcellence.uk/>

Key Skills for Reading

Reading is a complex activity and there must be a balance of this reflected in our teaching.

During the return to school an emphasis should be placed on teaching reading skills, as some pupils will have not been able to continue in practising and developing their reading over their period of time at home during lockdown.

Explicit teaching of these skills in a daily reading lesson will be essential. Schools should continue to teach reading in the way that they have developed whilst encompassing social distancing rules from their risk assessment. Whilst all reading skills are hugely essential, there are certain key skills that will make a greater impact and will be most helpful at this time. They are outlined here:

- **Fluency**
Fluency is key in having a major influence over vocabulary learning and understanding inference. Children will need to hear and practise fluent reading in order to develop these skills. Practising fluent reading on a text that is at the right level for them is achievable for every pupil and will have a positive impact on how they see themselves as both a reader and a learner. There are three aspects of fluency that pupils can practise: pace, phrasing (how words are put together) and expression.
- **Phonics**
Phonics is key for a pupil's ability to decode. Schools should continue to teach phonics through their chosen scheme. Lessons will need to be modified in line with infection control. Each pupil should have their own set of resources to use. Phonically decodable texts might be used online (eBooks) or will need sanitising. Gaps in learning should be addressed.
- **Comprehension**
Understanding and enjoying text is the main goal of reading. Comprehension skills can be defined in differing ways and schools will have their developed ways of teaching these. These teaching strategies must be adapted to be delivered through social distancing. But it is essential that these reading lessons are clearly and efficiently planned. It will be key to identify through reading with pupils, where strengths and weaknesses lie in not only decoding but comprehension too. This can then be addressed whole class or in groups.
Key comprehension skills include:
 - Using background knowledge
 - Making predictions/asking questions
 - Visualising
 - Identifying important words/phrases/ideas
 - Check things make sense
 - Stopping if you don't understand and using independent repair strategies
 - Making connections and integrate meaning
 - Think like a detective...using inference
 - Summarising and synthesising(Yuill and Oakhill, 1988)

Reading lessons are best delivered using a good quality text. Components of a lesson can include:

- Hook

Setting up the learning to engage children and excite them makes a huge difference to the way they approach a new book. In the return to school a simple, perfectly pitched, introductory sentence or two will suffice, it doesn't need to be 'bells and whistles' with social distancing in mind.

- Orientation

The orientation gives consideration to what needs to be put in place for children to access the text.

This could be achieved through:

- Activation of prior knowledge
- Building background knowledge
- Key vocabulary

- Reading aloud

For the first read, pupils should simply be allowed to listen. Mental processing will be inhibited if too many questions and too many breaks are made in the text. Stopping at a natural break to check understanding is recommended. For each group of children a judgement can be made on immersion in the story and checking understanding. Here lies an excellent opportunity to model fluency, pace and expression. Predictions can be made but not overused as to spoil the unfolding story.

- Exploring Ideas

Discussion around the pupil's first ideas exposes their literal understanding and gives them opportunities to clarify and explain their thoughts. This could be done individually in graphic organisers, as discussion in socially distanced partners or as a whole group.

- Expanding thinking

Teacher and pupil questions initiate dialogue which promotes deeper thinking. This is where careful modelling and thinking aloud of key comprehension skills is essential.

- Review and reflect

After reading, opportunities should be given for pupils to relate their understanding to themselves and the wider context. Reflection opportunities should be given for pupils to think about what they have learnt and how they can apply their skills to their own reading.

(Nikki Gamble, Take one Book, 2020)

<https://www.takeonebook.org/>

Observing Reading, some tips

If teachers are trained in taking running records or bench marking, this is an excellent way to assess pupil's reading. But if not there are other ways to observe and assess reading, particularly at a social distance. These observations can be captured whilst teachers are hearing pupils read and also in their conversation and careful questioning after reading. Sometimes post reading tasks can also capture pupils' deeper understanding of a text.

Even at a social distance pupils might enjoy sharing a book or eBook. Teachers will need to remember to sit at a distance. The reading observation could take place as 3 parts.

1. Pre-read discussion. For younger children, a book introduction. For older children a prediction discussion including defining key themes.
2. Reading of text. The pupil reads an extract of the text depending on the length of the book.
3. Post-read. A natural conversation, reviewing the text in terms of enjoyment and comprehension.

When reading 1-1 and in small groups there are many important things to notice about the way a pupil is reading. These are listed below and will vary according to a pupil's age and development.

- How do they sound? THIS WILL INDICATE UNDERSTANDING
Do they use punctuation appropriately? Do they read with appropriate pace? Do they use appropriate expression and intonation?
- Are they checking their reading and self-correcting mistakes? THIS WILL INDICATE INDEPENDENCE AND PROBLEM SOLVING
Are they rereading words or phrases? Are they self-correcting independently with little prompting? Do they stop and ask a question if they don't understand? Are they applying their phonics and understanding of spelling patterns?
- Have they understood what they read? THIS WILL INDICATE COMPREHENSION AND ENJOYMENT
There are three basic types of questions; it would be helpful to ask one of each within your conversation.
-Literal
-Inferential
-Evaluative
Some key comprehension skills can be assessed at this point (See the key skills part of this document).
- After reading give feedback to the pupil, something that they're doing really well that you would like them to continue doing (specific praise). Then something that would be beneficial to work on, stated clearly and possibly with an example.
- Home/reading records might not be used because of infection control so teachers will need to make their own notes and ensure that they give clear feedback to the pupil. If parents require feedback this could be done via email.

Compilation of books for reading aloud to pupils

Compiled by Bristol Teachers during COVID19 Pandemic 2020

This is a selection of books to read aloud and enjoy with your class. Extracts of these books could be used for reading lessons. Some recommendations could be appropriate for many year groups.

EYFS

Oi Frog, Kes Grey
Supertato, Sue Hendra
Burglar Bill, Janet & Allan Ahlberg
We're going on a bear hunt, Michael Rosen
Handa's Surprise, Eileen Browne
Naughty Bus, Jan and Jerry Oke
Ten Fat Sausages, Michelle Robinson
Odd dog out, Rob Biddulph
I Am a Tiger, Karl Newson
The Lion Inside, Rachel Bright
Mixed, Arree Chung
The Koala who could, Rachel Bright
There's a Tiger in the Garden, Lizzy Stewart
Brenda is a sheep, Morag Hood
The Something, Rebecca Cobb
Croc and Bird, Alexis Deacon
Three by the Sea, Mini Grey
The Suitcase, Chris Naylor-Ballesteros
The Robot and the Bluebird, David Lucas

KS1

Eric the hero, Chris Wormell
The Visitor, Antje Damm
If All the World Were..., Joseph Coelho
The Suitcase, Chris Naylor-Ballesteros
Lubna and Pebble, Wendy Meddour
Yours sincerely Mr Giraffe, Megumi Iwasa
Julian is a Mermaid, Jessica Love
What Does an Anteater Eat? Ross Collins
The Pencil by Allan Ahlberg and Bruce Ingman
Lubna and Pebble, Wendy Meddour
How to Be a Lion, Ed Vere
Hermelin by Mini Grey
The Last Chip, Duncan Beedie,
Beegu, Alexis Deacon
Funny Bones, Janet and Allan Alberg

Cerys Stevens May 2020

Grandad's Secret Giant, David Litchfield
Space Tortoise, Ross Montgomery
Meerkat Mail, Emily Gravett
The Bear and the Piano, David Litchfield
Hector and the Big Bad Knight, Alex T. Smith
The Night Gardener, The Fan Brothers
Ruby's Worry, Tom Percival
The Secret of Black Rock, Joe Todd Stanton
The Big Book of Blue, Yuval Zommer
The Owl who was afraid of the dark, Jill Tomlinson
Grandad's Island, Benji Davis
The Marvellous Moon Map, Teresa Heapy
Meet the Twitches series, Hayley Scott (illus. Pippa Curnick)

Lower KS2

Tom Percival's Big Bright Feelings Series:
Perfectly Norman
Ruby's Worry
Ravi's Roar
The Promise, Nicola Davies
Me and Mister P, Maria Farrer
Ocean meets Sky, The Fan Brothers
Attack of the Heebie Jeebiea, Tom Percival
Mr Penguin series, Alex T Smith
The Dog that saved Christmas, Nicola Davies
The Bookshop Girl, Sylvia Bishop
The Ghost Tower, Gillian Cross
The Nothing to see here Hotel, Steven Butler
Wisp: A Story of Hope, Zana Fraillon and Grahame Baker-Smith
Yours Sincerely, Giraffe, Megumi Iwasa
Leon and the place between, Angela McAllister & Grahame Baker-Smith
The Tin Forest, Helen Ward and Wayne Anderson
Voices in the Park, Anthony Browne
The Cosmic Atlas of Alfie Fleet, Martin Howard
The Land of Roar, Jenny McLachlan
Arthur and the Golden Rope, Joe Todd Stanton
Jack Fortune, Sue Purkiss
Sky Chasers, Emma Carroll
The White Fox, Jackie Morris
The Fastest Boy in the World, Elizabeth Laird
King of the cloud forests, Michael Morpurgo
Flotsam, David Wiesner
Arthur and the Golden Rope by Joe Todd-Stanton (GRAPHIC NOVEL)

Planet Omar: Accidental Trouble Magnet (Book 1), Planet Omar: Unexpected Super Spy (Book 2),
Zanib Mian
Professional Crocodile, Giovanna Zoboli and Mariachiara di Girogio (Wordless)

Upper KS2

Story like the wind, Gill Lewis
Slick, Monica Meira Vaughan
Armistice Runner, Tom Palmer
The Boy at the Back of the Class, Onjali Q. Rauf
The Skylarks' War, Hilary McKay
A Pinch of Magic, Michelle Harrison
The Train to Impossible Places, P.G. Bell
The Girl who speaks Bear, Sophie Anderson
Cogheart, Peter Bunzl
Who let the Gods out, Maz Evans
The Last Spell Breather, Julie Pike
The London Eye Mystery, Siobahn Dowd
The Secrets of the Sun King, Emma Carroll
The Explorer, Katherine Rundell
A Place called Perfect, Helena Duggan
Brightstorm, Vashti Hardy
The Highland Falcon Thief, M.G. Leonard
Fire Girl, Forest Boy, Chloe Daykin
The Garden of Lost Secrets, A.M. Howell
High Rise Mystery, Sharna Jackson
Our Castle by the Sea, Lucy Strange
The House with Chicken legs, Sophie Anderson
Letters from the Lighthouse, Emma Carroll
Monster Calls - Patrick Ness
The Many Worlds of Albie Bright Series - Christopher Edge
The Last Wild Series - Piers Torday
Wolf Wilder & Rooftoppers - Katherine Rundell
The Wild Robot & The Wild Robot Escapes - Peter Brown
Phoenix - S F Said
Podkin One Ear - Kieran Larwood
Malamander - Thomas Taylor (and new one just out Gargantis)
Cogheart series - Peter Bunzl
Time Travelling with a Hamster - Ross Welford (and all of his others)
Check Mates, Bubble Boy and All the Things that could go wrong - Stewart Foster
Orphans of the Tide - Struan Murray.
The Vanishing Trick, Jenni Spangler
The Strangeworlds Travel Agency, LD Lapinski
The Wild Way Home, Sophie Kirtley

Cerys Stevens May 2020

Lampie and the Children of the Sea, Annet Schaap (trans. Laura Watkinson)

The Tiger Rising, Kate DiCamillo

Explorers series (3 books so far), Alex Bell

Apprentice Witch trilogy, James Nicol

With thanks for their recommendations to Lucy Green (Ashton Vale Primary School), Kirsty Jones (Horfield Church of England Primary School), Dan Northover (UWE), Dr Jane Carter (UWE), James Walker (St Peter's Church of England Primary School), Rachael Symons (CLF), Lydia Trapnell (Filton Avenue Primary School).

Training for Reading Interventions

Boosting Reading @ Primary

This practical training is presented through a variety of media and encourages discussion and reflection. It aims to enable the trainees to practice a broad and inclusive range of teaching strategies and questioning skills to help develop pupils' understanding. Record keeping, running record assessment procedures and skills in text selection are also covered.

Boosting Reading @ Primary (BRP) is a one-to-one reading intervention for struggling readers, which helps children to develop independent reading and comprehension skills. A trained reading partner delivers three 15-minute sessions a week for 10 weeks. Gains of 6-9 months in reading age have commonly been reported, along with improvements in pupils' confidence, independence and enjoyment. The two-fold aim of BRP is to provide excellent training and involve the whole community in helping pupils to become better readers.

BR@P can support:

KS1 and 2 pupils who are reading just below the level expected for their age;

EAL pupils and others needing additional support with language, reading and comprehension development.

Inference Training

A reading comprehension intervention for pupils who have age appropriate decoding skills but who are experiencing difficulty acquiring full meaning and enjoyment from their reading.

Inference training is adapted from the work of Nicola Yuill and Jane Oakhill and demonstrates a wide range of strategies to boost reading comprehension. Teachers can also use the strategies in guided or whole class reading lessons. The training covers training session covers the barriers to comprehension, pupil profiling and inference training for pupils.

Participants will be confident to teach key comprehension strategies through "instructional conversations" in groups. They will learn encourage pupils to:

- Activate and apply prior knowledge to their reading and use title cues to predict
- Identify key words and elaborate on them to enhance meaning, and develop vocabulary
- Generate their own questions and answer them
- Generate inferences and integrate meaning as they read to build a gist

- Summarise a short text extract using visualisation, quick pictures, picto-words and a 10 word or less headline
- Re-tell an extract to emphasise the gist

A–Z Early Literacy Intervention

Targeted at Reception and Year 1 teachers, A to Z Early Literacy Intervention supports pupils to achieve a good level of development in reading and writing within a 6 week period.

This training provides professional development for the teaching of early literacy skills including concepts about print, directionality and one to one matching. Children learn to apply their phonic skills and start to build a bank of high frequency words in preparation for reading texts within pink and red book bands. Trainees learn how to promote success and independence using a structured teaching sequence and a new motivating text each session.

The programme can support children who are ready to read books at the pink book band. It can also support children new to English or as an intervention for children with additional needs in KS2.

For further information on these interventions please contact debbie.miles@bristol.gov.uk or cerys.stevens@bristol.gov.uk