

# Town Field Primary School



## Reading

## Staff Handbook

# Building a reading culture

Creating a strong reading community in our school means fostering a culture where reading is valued, shared, and enjoyed by all. Staff can support this by modelling positive reading habits, providing opportunities for students to discuss books, and celebrating reading in everyday school life. Encouraging student choice, offering a diverse range of texts, and making time for independent and shared reading all help build engagement. By working together to create inviting spaces, sharing recommendations, and weaving reading into all aspects of the curriculum, we can nurture a community where every child sees themselves as a reader and develops a lifelong love of books.

## How are we going to achieve this?

- Children should read across the curriculum. There are many types of texts that can teach, reinforce or extend the content taught in the curriculum. Although we do not want to detract from the content of wider curriculum lessons, please have available, and clearly signposted, a range of texts that link to your current enquiry.

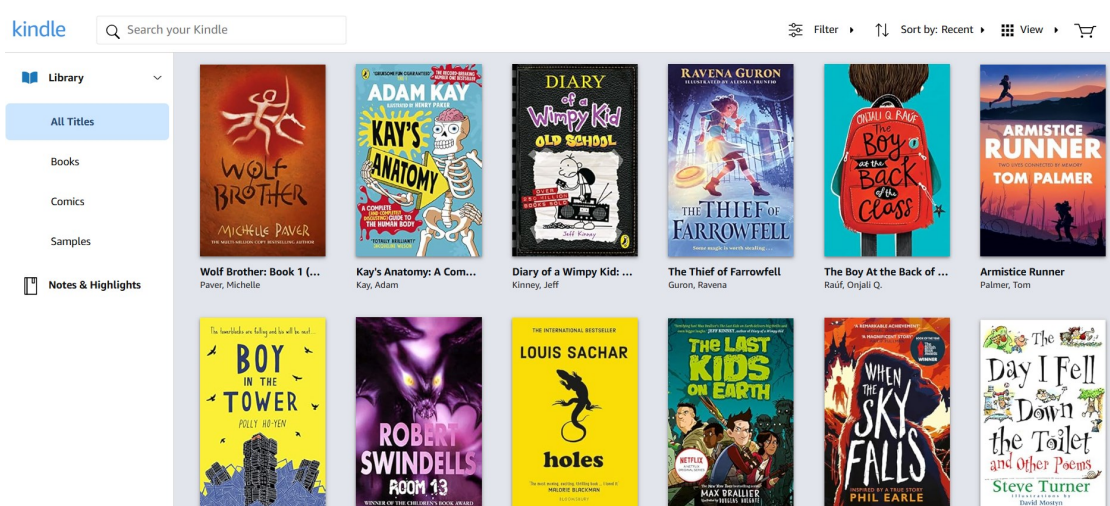


- Teachers should provide a wide range of picture books (including graphic novels), page-turners, easy-to-read books, hi-low (high-interest, low-threshold) books, joke books etc. to foster a love of reading as well as a core set of recommended texts. Involve pupils in the book selection process and regularly update reading areas. Books that are not worth reading should not be on the shelves. Speak to the reading lead to add to your reading areas as there is a designated budget for updating texts.
- Classroom reading areas should have books facing forwards so that pupils can be enticed by the cover, name and author. Include recommendations from other pupils as part of your reading areas.





- Story time should be part of the children's daily routine. It should be prioritised and provided in a distraction-free environment. Adults should read aloud regularly in class for 20 minutes, 4 times a week. Pupils should have opportunities to choose books that appeal to them from a core set of texts that their teachers have selected based on their knowledge of literature and their pupils as readers. When selecting books for story time, consider texts where pupils encounter both relatable characters and diverse perspectives so that pupils can gain insights into others' lives.
- Use of the Kindle Cloud Reader can be used during story time to enable all pupils to see the text. Inform reading lead of any books you would like purchasing.
- Teachers should use the remaining 20 minute session for 'Book Talk'. These sessions should provide pupils with the opportunity to have informal book talks, to recommend texts to each other, to read extracts from new books and to update reading areas and pupil text trackers.
- Library slots will be allocated to each class so that children can enjoy a wider range of texts in an inviting environment.



# Developing fluent, confident readers

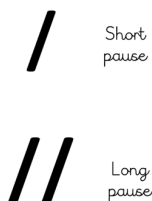
Helping children become fluent, confident readers is about giving them regular opportunities to practise, enjoy, and succeed with reading. Staff can support this by encouraging children to read a wide variety of texts, modelling fluent and expressive reading, and creating an environment where reading feels positive and rewarding. By celebrating progress and nurturing a supportive atmosphere, we can ensure all children develop the skills and self-belief they need to become strong, independent readers.

How are we going to achieve this?

- Pupils need to read with increasing automaticity and fluency so that they can concentrate on the content of what they are reading; fluency is progressive and therefore children need to practise in each year group to enable them to be fluent for their age and stage.
- Fluency requires continuous practice and children should have the opportunity to practise reading with fluency on a regular basis: strategies for fluency should be explicitly taught during reading lessons where teachers effectively model prosody, rate and accuracy and use strategies such as echo-reading and text-marking.



Fluency Support Pictures



Short  
pause

Long  
pause



Good  
pace and  
volume

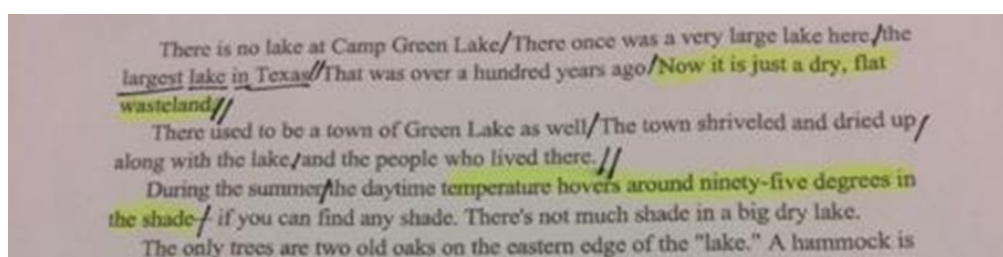
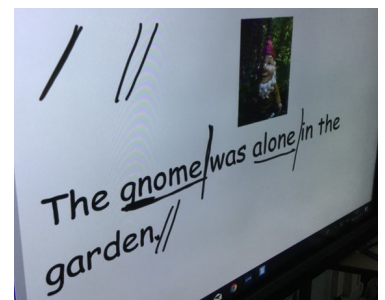
— Emphasis



Intonation



Smooth



# The Reading Sequence

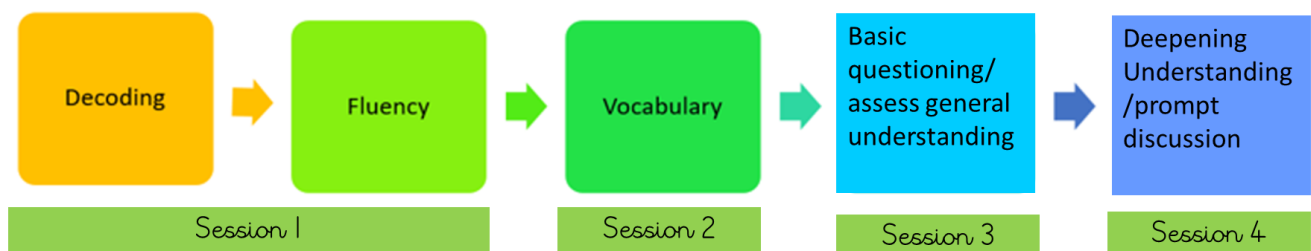
## Rationale:

The Town Field Reading Sequence is a curriculum designed provide children with access to a variety of quality texts. Through reading lessons, children will explore these texts in greater detail and will be supported with becoming fluent, confident readers who understand, enjoy and critically engage with texts.

The Reading Sequence has been carefully crafted with our children in mind using support from the following agencies:

- Reading consultants from Doncaster LA
- English Hub Leads
- Engagement with, and involvement in a range of EEF research projects
- QLA from statutory assessments
- Engagement with reading pedagogy, including Christopher Such, EEF and Teresa Cremin.

## What each session should include:



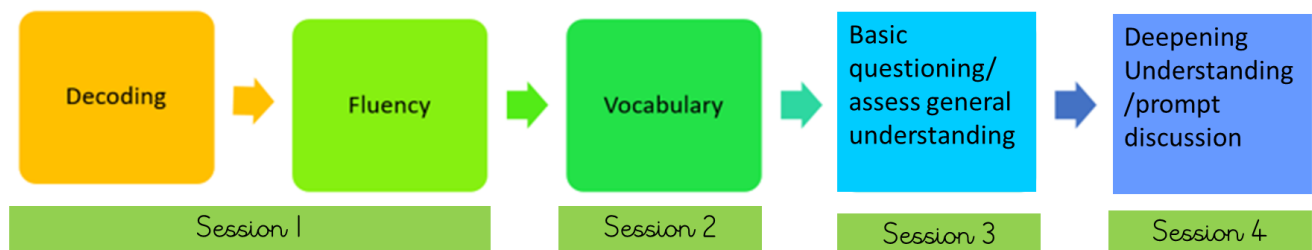
- Support with segmenting and blending challenging vocabulary
- Use of fluency support pictures, echo reading and text marking

- Etymology
- Morphology
- Context clues
- Substitution

- Retrieval
- Summarising (i.e. ordering events)
- Vocabulary

- Engaging with evidence from the text
- Explaining author's choices
- Making inferences

# The Reading Sequence



- The teaching of reading from Year 3 should be based on the Town Field Reading Sequence. Each session should focus on a specific skill with teachers modelling strategies to support pupils with making progress.
- Whilst we cannot teach our children every word, we can equip them with the skills as strategies to tackle unfamiliar vocabulary. Vocabulary teaching at Town Field focuses on two elements: Tier 3 vocabulary should be addressed in Session 1, and strategies for understanding Tier 2 vocabulary (including use of etymology, morphology, substitution and context clues) should be explicitly taught in Session 2.
- Please provide children with a range of question formats to allow them to respond to the text in a multitude of ways.
- The aim of deepening understanding sessions are to provide opportunities for children to engage with the text (including using evidence to support their responses) and to prompt discussion.
- Pupils should be provided with an 'unseen' text and questions at the end of each two-week cycle to enable them to apply taught skills more independently.
- Teachers should model answers during reading lessons and pupils should respond to this feedback neatly using green pen.
- Please adhere to the school's marking policy for reading books and use yellow highlighter to address errors such as presentation, spelling or grammar.

## Marking and feedback policy for reading

| Element of wider curriculum focus                  | Teacher actions  | Pupil actions   |
|--|--|---|
| Basic skills appropriate to the year group / child | <ul style="list-style-type: none"> <li>✓ Identify age-appropriate basic errors (grammar, spelling and punctuation) when appropriate <b>within lessons</b> verbally.</li> <li>✓ Identify age-appropriate basic errors (grammar, spelling and punctuation) <b>after the lesson</b>, when needed, using agreed symbols and yellow highlighter.</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Address identified errors using green pen and make use of resources to support accuracy e.g. word mats, key vocabulary working wall, etc.</li> <li>✓ Spellings may be provided with opportunities for children to practise the correct spelling</li> </ul> |
| Specific learning objective                        | <ul style="list-style-type: none"> <li>✓ Build-in time <b>within lessons</b> to enable self/ peer reflection and 'checking' time. This may include addressing a common misconception as a whole class eg. The 'source' or 'mouth' of a river</li> <li>✓ <b>On completion</b> of the task, provide feedback (either written or verbally) that instructs pupils on what / how they need to develop.</li> <li>✓ It should be clear that each pupil's work has been looked through. A ✓ would indicate that the pupil has met the learning objective.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Self/peer check work using supporting resources and make necessary changes using green pen.</li> </ul>   |

|    |   |
|----|---|
|    | Yellow highlighter indicates an area for development. Additional symbols and written feedback may provide more specific guidance as to the nature of the issue.   |
| sp | <p>Spelling error</p> <p><b>Highlight the part of the word that is incorrect.</b></p> <p><b>Provide the child with the correct spelling unless it is a spelling they should know.</b></p> <p><b>Consider which spellings are to be the focus – consider the child's needs</b></p> |
| p  | Punctuation error   |
| ^  | To indicate where something could be added. Could be supported by further detail e.g. ^ <i>more detailed description needed</i>   |
| S  | The task has been supported by an adult.  |

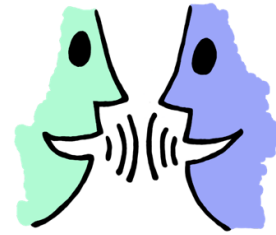


## Decoding and fluency examples

### Decoding

- champed
- smote
- descended
- Leaf-fringed
- phantom
- dwelt
- thronging
- Harkening
- Spake

When do you think this text was written?



But no one descended to the Traveller;  
No head from the leaf-fringed sill  
Leaned over and looked into his grey eyes,  
Where he stood perplexed and still.  
But only a host of phantom listeners



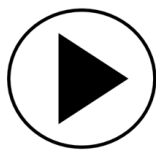
### Fluency Support Pictures



Short pause



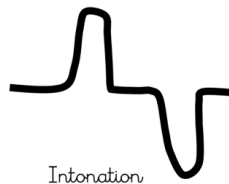
Long pause



Good pace and volume



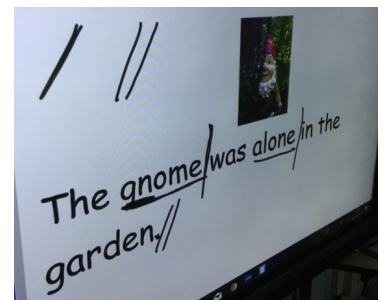
Emphasis



Intonation



Smooth



There is no lake at Camp Green Lake/There once was a very large lake here/the largest lake in Texas//That was over a hundred years ago/Now it is just a dry, flat wasteland//  
There used to be a town of Green Lake as well/The town shriveled and dried up/along with the lake/and the people who lived there. //  
During the summer/the daytime temperature hovers around ninety-five degrees in the shade/ if you can find any shade. There's not much shade in a big dry lake.  
The only trees are two old oaks on the eastern edge of the "lake." A hammock is

## Vocabulary question examples



### The Listeners by Walter de la Mare

'Is there anybody there?' said the Traveller,  
Knocking on the **moonlit** door;  
And his horse in the silence **champed** the grasses  
Of the forest's ferny floor:  
And a bird flew up out of the turret,  
Above the Traveller's head:  
And **he smote upon** the door again a second  
time;  
'Is there anybody there?' he said.



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And **he smote upon** the door again a second  
time;  
'Is there anybody there?' he said.



|               |  |
|---------------|--|
| Moonlit       | Dark<br>Shadowy<br>Lit by the moon                     |
| Champed       | Nibbled<br>Chomped<br>Stood upon                       |
| He smote upon | He knocked on<br>He pushed against<br>He stood next to |

Can you draw a picture of...

Something that squeaks

How you might feel if your  
heart 'thudded and thundered'

## Basic questioning question examples

| Statement  | Fact | Opinion |
|--|------|---------|
| Bornean Orang-utans are fascinating animals.         |      |         |
| The main component of an orang-utan's diet is fruit. |      |         |
| Orang-utans are at risk of extinction.               |      |         |
| It is bad that hunters and farmers kill orang-utans. |      |         |

|  | True | False |
|--|------|-------|
| Harriet Lopez thinks some bats are cute.                 |      |       |
| Bats could be an alternative to chemicals for farmers.   |      |       |
| In Texas there are more humans than bats.                |      |       |
| Putting a bat box in your garden will encourage insects. |      |       |

The shop is described on the blurb as *'a breath-taking world of magic and enchantment'*.

What evidence in the text is there to support this?

*'a breath-taking world of magic and enchantment'*.

Do you think the shop is man-made or magic-made? Use evidence from the text to support your answer.

Greater Depth Challenge

Vocabulary  
Infer  
Predict  
Explain  
Retrieve  
Summarise



Draw **four** lines to match an amount on the left to a fact on the right.

|                 |   |  |
|-----------------|---|--|
| thousands       | • | people visiting the Congress Avenue Bridge each year |
| a few           | • | bats living in one cave                              |
| ten             | • | months baby bats need to develop before travelling   |
| fifteen million | • | tonnes of insects eaten by bats each night           |

Look at page 4.

What made Priya decide to take a look outside the tent?

Tick **one**.

- She heard hedgehog noises. ☐
- She heard Toby coughing. ☐
- She heard the engine stop. ☐
- She heard the noise from the road. ☐

Deepening understanding question examples

→ Vocabulary


→ Infer

→ Predict

→ Explain

→ Retrieve

→ Summarise



Explain whether the statements below are true or false. Use evidence from the text to support your answer.

| Statement   | True or false? | Evidence   |
|---|----------------|--|
| Orang-utans make their homes in shelters on the forest floor. | False          |  |
| Orang-utans always live on their own.                         |                | Adult orang-utans are generally solitary, although temporary groups are occasionally formed in areas of abundant food. |
| The habitat of orang-utans is being destroyed.                | True           |  |
| Orang-utans are good at helping plants reproduce.             |                | Bornean orang-utans are a 'gardener' of the forest, playing a vital role in seed dispersal.                            |

Would you enter 'the shop from nowhere'?

|           |           |
|-----------|-----------|
| Reason 1: | Evidence: |
| Reason 2: | Evidence: |

| Personality | Evidence |
|-------------|----------|
|             |          |
|             |          |
|             |          |
|             |          |
|             |          |
|             |          |
|             |          |

How do the Traveller’s emotions change over the course of the poem?

→ Vocabulary


→ Infer

→ Predict

→ Explain

→ Retrieve

→ Summarise



| Point in the poem | Emotion   | Evidence from the text: |
|-------------------|---|-------------------------|
| Stanza 1          | Worried<br>Perplexed<br>Determined<br>Curious<br>Scared     |                         |
| Stanza 2          | Nervous<br>Confused<br>Alone                                |                         |
| Stanza 3          | Confused<br>Frustrated<br>Anxious<br>Scared<br>Accomplished |                         |

Would you enter the shop from nowhere?

Do you think the shop is human-made or magic-made?



# Support during whole-class reading lessons

The use of scaffolded tasks in reading lessons is essential as it enables learning to be broken down into manageable stages, ensuring texts are accessible for pupils requiring additional support. Structured approaches such as guided questioning, vocabulary reinforcement, and collaborative reading provide the necessary frameworks to develop confidence and comprehension. As pupils progress, these supports can be gradually withdrawn, fostering increasing independence and fluency in reading.

Explain whether the statements below are true or false. Use evidence from the text to support your answer.

Vocabulary  
Infer  
Predict  
Explain  
Retrieve  
Summarise

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| The habitat of orang-utans is being destroyed.               | True           |  |
| Orang-utans are good at helping plants reproduce.            |                | Bornean orang-utans are a 'gardener' of the forest, playing a vital role in seed dispersal.                            |

### Third Section

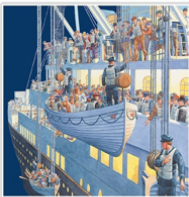
|  |                |
|--|----------------|
|  | appeared       |
|  | broken pieces  |
|  | Sent out       |
|  | crash          |
|  | alarm messages |

7) Just before midnight on day five, in the freezing cold North Atlantic Ocean, an iceberg loomed out of the darkness. Too big to quickly change direction, Titanic scraped along the side of the ice, earing holes in at least four sections of the hull. Uh oh...

8) The Captain of Titanic – Edward John Smith – and his crew knew that the collision meant disaster; Titanic would sink in just a few hours. Distress signals were sent out to nearby ships and passengers were ordered to get to the lifeboats, fast!

9) But there was one very big problem. Titanic only carried twenty lifeboats — only enough to hold around half of the people on board! What's worse, the first lifeboats were launched half-empty, wasting precious spaces. In panic, many people jumped into the ocean to escape the sinking ship!

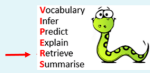
10) In the -2°C waters, most passengers who went into the sea would have died from the cold within 15 minutes. Some managed to survive a little longer by treading water or clinging onto bits of floating wreckage.



### Can you draw and label a diagram of the Psammead?



Its eyes were on long horns like a snail's eyes, and it could move them in and out like telescopes; it had ears like a bat's ears, and its tubby body was shaped like a spider's and covered with thick soft fur; its legs and arms were furry too, and it had hands and feet like a monkey's.



The children have been playing in an old gravel-pit, trying to dig a hole to Australia. Some of the children have grown bored and have drifted off to explore an old cave instead, but Anthea has remained behind, digging the hole. Anthea suddenly screamed:

“Cyril! Come here! Oh, come quick—it’s alive! It’ll get away! Quick!”

They all hurried back.

1. What were the children trying to dig a hole to?

- A) China
- B) America
- C) Australia
- D) The centre of the Earth

| p025   | Autumn Term  |   |   |  |   |   |   |   |   |  |
|--------|--|---|---|--|---|---|---|---|---|--|
|        | Week 1   | Week 2  | Week 3  | Week 4   | Week 5  | Week 6  | Week 7  | Week 8  | Week 9  | Week 10  |
| Year 4 | The Accidental Prime Minister – Tom McLoughlin   | What is Climate Change? – National Geographic | The Magic Box – Kit Wright<br>To develop vocabulary, rhythm and metaphors                               | The Calman's Fire – Maria Eugenia Marquisa                                   | We Are Artists: women who made their mark on the world                | How to Train Your Dragon – Cressida Cowell                              | I Don't Like Poetry – Joshua Selig  | Famous Five – Enid Blyton<br>Classic adventure fiction, exposing children to contemporary vocabulary and a rich literary heritage | Brave<br>Links to geography curriculum content and further explores ideas of sustainability | The Nutcracker – E. T. A. Hoffmann<br>Introduction to classic literature and fairy tale traditions         |
|        | Familiar text (class text in Y3)<br>Reading age score 8+<br>Supporting positive attitudes to reading | Issues involving sustainability               |   | Exposure to classic texts from around the world<br>Link with geography study | Links with art and female empowerment<br>Diversity in art and culture | recommended text<br>Strong narrative structure and descriptive language | positive attitudes to poetry<br>Focus on rhyme, rhythm and inference          |   |   |  |
| Year 5 | The Lion, The Witch and the Wardrobe – C.S. Lewis  | John Milton's Paradise Lost                   | A Tapestry of Strength – Unknown<br>Links to PSHE and citizenship<br>Supporting with performance poetry | Freedom 1783 – Catherine Johnson   | Keith Haring biography  | Woodstock, Child – Benjamin Zephaniah                                   | Flanders Fields – John McCrae<br>Links to Remembrance Day, Citizenship themes | Song of the Dog – Clive King<br>Children's classic text. Rich language to support vocabulary development                          | The Moon Landing – National Geographic Kids   | Twelve Days Before Christmas<br>Archaic language, classic text<br>Focus on narrative and rhyming structure |

|        |  |  |  |   |  |  |   |  |   |   |
|--------|--|--|--|---|--|--|---|--|---|---|
| Year 6 | Five Children It – E Nesbitt<br>Archaic language, classic text, complexity of sentences – enriching an understanding of historical context and literary heritage | Decey Woods – WWI<br>Exploration of alternative structures and layouts<br>Study of environmental issues<br>Links with science curriculum content | The Listeners- Walter de la Mere<br>Classic poem<br>recommend or for Y6<br>inference skills and exposure to archaic vocabulary and figurative language | Letters from the Lighthouse – Emma Carroll<br>Y6 recommend ed text<br>WWII theme<br>Mature themes | Samuel Johnson – biography<br>Study of a historically significant individual, appropriate to age | Shells – David Almond<br>Y6 recommend ed text<br>Study of complex themes | Trench Duty – Siegfried Sassoon<br>Links to WWI<br>study and Remembrance<br>Mature themes | Just So Stories - Rudyard Kipling<br>Archaic language, classic text, complexity of sentences | Japan<br>Links to geography<br>- similarities and differences as well as cultural diversity | A Christmas Carol – Charles Dickens<br>Archaic language, classic text, complexity of sentences and vocabulary |
|--------|--|--|--|---|--|--|---|--|---|---|

How to determine complexity:

- subject content
- vocabulary
- text format
- sentence structure
- Lexile level/ Flesch-Kincaid Grade Level
- length

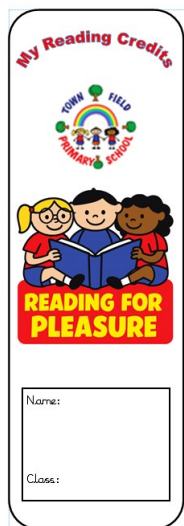
Fiction

Non-Fiction

Poetry

## Reading books

- All pupils in school should have a reading book to take home. This should either be logged in their reading diary (for children who are accessing the Little Wandle programme) or on the class text tracker.
- Books should be updated weekly, with teacher footprint being evident in reading diaries half-termly.
- Parents and carers should log their child reading at home in their child's reading diary. For children who do not have a reading diary, parents and carers are to log home reading on their child's reading bookmark.



|          |                        |                               |                        |
|----------|------------------------|-------------------------------|------------------------|
| Pranav   | earth knowledge        | earth knowledge               | Fluff the farting fish |
| Roseanna | Panda panic            | How to be me                  | Omar                   |
| Lennon   | Little red riding wolf | Dictionary                    | HH Zombie vampire      |
| Sienna   | Daft Jack              | HH                            | Yeti spaghetti         |
| Sophie   | Charlotte's web        | HH Double dares               | Shumba                 |
| Rehan    | World Wars             | Harper and the circus of drea | Boy                    |
| Jiayin   | HH Bogey babysitter    | Bad mermaids                  | Bad mermaids           |
| Zayaan   | Tom Gates              | Tom Gates                     | Tom Gates              |
| Grace    | Believe it or snot     | Believe it or snot            | Believe it or snot     |
| Noah     | Planet Omar            | Flat Stanley                  | Flat Stanley           |

**Decodable phonics books**  
(learning to read)

**Transitional books**  
(practising to build confidence and stamina)

**Books for choice**  
(breadth, depth and love of reading)

- Children who are accessing Little Wandle are to take decodable books home. Children who are no longer on the Little Wandle scheme but who are still receiving intervention to support fluency are to take transitional books home. Pupils who are reading at an age-related level are to take books for choice home. These books are to be curated by the class teacher and selected from a range of high-quality texts which will further deepen children's understanding as well as continuing to foster a love of reading.



# Provision for those requiring additional support

Supporting children who fall behind with their reading means identifying difficulties early and providing targeted, consistent help. This can include extra opportunities to practise key skills, working with carefully chosen texts, and using strategies that build confidence step by step. By offering encouragement, celebrating progress, and tailoring support to each child's needs, we can help them catch up and develop the skills needed to enjoy reading and succeed across the curriculum.

## How are we going to achieve this?

- Providing children with the correct intervention programme is crucial to them making rapid progress. When a child is identified as being at risk of falling behind, diagnostic tools should be used to match the child to the correct intervention. Diagnostic tools include (but are not limited to) B-Squared, Little Wandle Assessments, Fluency Rubric, YARC and tracking the numbers of words read per minute.
- Once diagnostics have identified an area for development, the child should be enrolled on one of the following intervention programmes:
  - ⇒ Little Wandle Rapid Catch-Up
  - ⇒ Chapter One (Year 3 only)
  - ⇒ Fluency intervention
  - ⇒ Comprehension intervention
  - ⇒ Reading Plus (Year 6 only)
  - ⇒ Dyslexia Gold
  - ⇒ Precision teaching (to supplement existing intervention)
- Children with SEND may need longer to acquire the GPC knowledge required to become fluent readers and the pace of teaching should reflect this, as well as providing ample additional practice.

- All children who are accessing intervention should be logged on the '2025-2026 Intervention Tracker' on Sharepoint. Teachers have an overall responsibility for liaising with intervention leads tracking their pupils' progress.

| Name of child | PP/EAL/SEND | Barrier to learning   | How are you supporting them in lessons?  | Support additional to lessons   | Impact?   |
|---------------|-------------|---|--|---|---|
|               |             |   |  |   |   |
| ■■■■■         | EAL         | New to English<br>Beg of phase 2 phonics  | Supported with mixed ability pairings. Works in smaller reading group appropriate for their level. | Small group LW reading sessions and phonics sessions.<br><br>12 week intervention |   |
| ■■■■■         | EAL         | New to English<br>Beg of phase 2 phonics  |  |   |   |
| ■■■■■         | PP          | Concerns around understanding.<br>Developing knowledge of digraphs in phase 3.  |  |   | ■■■■■ has improved in confidence and will attempt to read longer words. |
| ■■■■■         | EAL         | Support from home-little reading done.<br>Behaviour and attitude to learning.<br>Developing knowledge of digraphs in phase 3. |  |   | ■■■■■ is recognising more familiar words.                               |
| ■■■■■         | EAL         | Developing knowledge of digraphs in phase 3.<br>Some difficulty around retaining known graphemes.                             |  |   | He is making more attempts and being less reliant on adults.            |
| ■■■■■         | PP          | No reading at home.<br>Lacks a lot of self confidence.<br>Working at beg of   |  |   | He has improved his knowledge of phonemes and applying it more          |

| Name of child | PP/EAL/SEND | Barrier to learning                                    | How are you supporting them in lessons?   | Support additional to lessons  |
|---------------|-------------|--|---|--|
| ■■■■■         | EAL         | EAL, finds decoding challenging                        | Pairing with fluent partner<br>Opportunities to decode unfamiliar words before looking at text as a whole<br>Weekly structure of reading lessons allows for decoding and fluency to be secure before moving on. Targeted in reading lessons for decoding and fluency. | Phonics into fluency intervention (DR- 30 mins 2 x weekly)<br>1:1 reading volunteer 1 x weekly |
| ■■■■■         | PP          | Lacks confidence with fluency – decoding is not secure | Pairing with fluent partner<br>Opportunities to decode unfamiliar words before looking at text as a whole<br>Weekly structure of reading lessons allows for decoding and fluency to be secure before moving on. Targeted in reading lessons for decoding and fluency. | Phonics into fluency intervention (DR- 30 mins 2 x weekly)<br>1:1 reading volunteer 1 x weekly |
| ■■■■■         | EAL         | EAL – new to English (joined in Y5 from Italy)         | Pairing with fluent partner<br>Opportunities to decode unfamiliar words before looking at text as a whole<br>Weekly structure of reading lessons allows for decoding and fluency to be secure before moving on. Targeted in   | Fluency intervention (BC – 30 mins 2 x weekly)<br>1:1 reading volunteer 1 x weekly             |