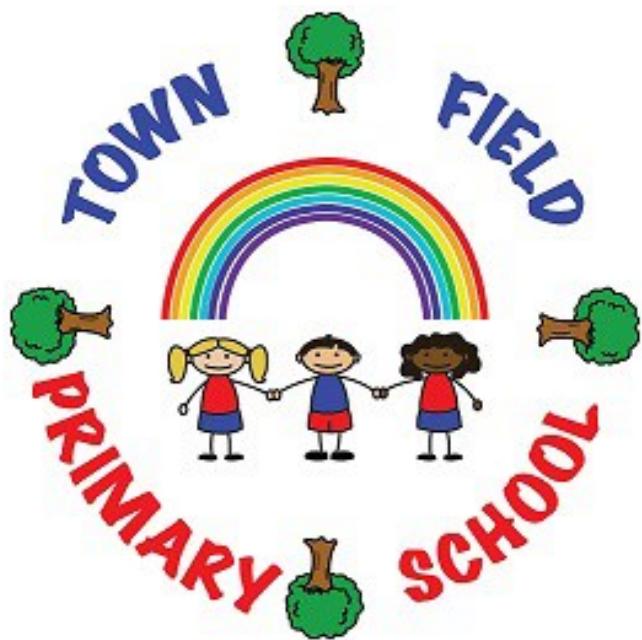


Town Field Primary School



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.



BOOK RECOMMENDATIONS



- 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.



kindle

Filter View

Library	Wolf Brother	ADAM KAY	DIARY of a Wimpy Kid	RAVENA GURON	ONJALI Q. RAUF	ARMISTICE RUNNER
All Titles	Michelle Paver	Kay, Adam	Kinney, Jeff	Guron, Ravena	Rauf, Onjali Q.	Palmer, Tom
Books	Wolf Brother: Book 1 ...	Kay's Anatomy: A Com ...	Diary of a Wimpy Kid: ...	The Thief of Farrowell	The Boy At the Back of ...	Armistice Runner
Comics	Paver, Michelle	Kay, Adam	Kinney, Jeff	Guron, Ravena	Rauf, Onjali Q.	Palmer, Tom
Samples						
Notes & Highlights						

Boy in the Tower

Robert Swindells

LOUIS SACHAR

The Last Kids on Earth

When the Sky Falls

The Day I Fell Down the Toilet and other Poems

Developing fluent, confident readers

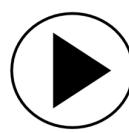
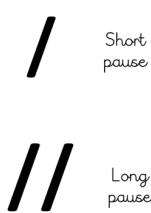
Helping children become fluent, confident readers is about giving them regular opportunities to practise, enjoy, and succeed with reading. Staff can support this by encouraging children to read a wide variety of texts, modelling fluent and expressive reading, and creating an environment where reading 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.

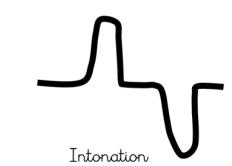


Fluency Support Pictures

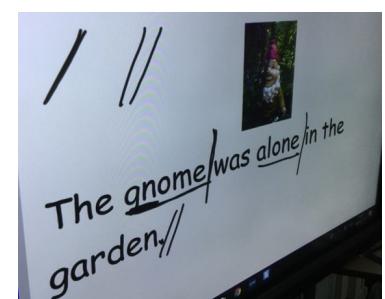


Good pace and volume

Emphasis



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

The Reading Sequence

Rationale:

The Town Field Reading Sequence is a curriculum designed to 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:

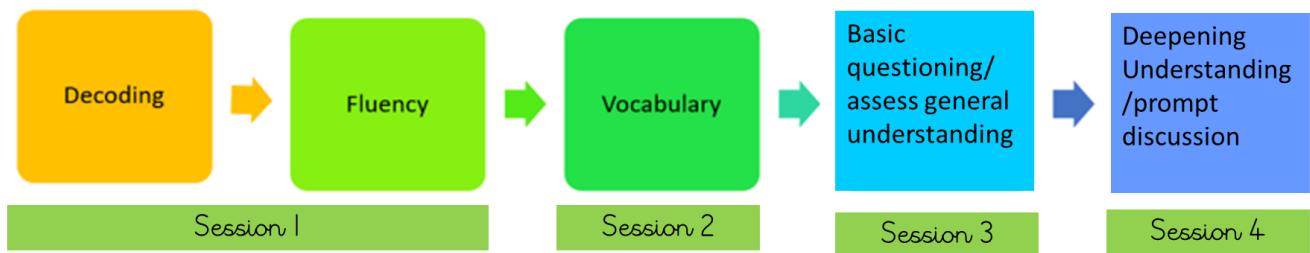
- Reading consultants from Doncaster LA
- English Hub Leads
- Engagement with, and involvement in a range of EEF research projects
- QLA from statutory assessments
- Engagement with reading pedagogy, including Christopher Such, EEF and Teresa Cremin.

What each session should include:



<ul style="list-style-type: none">• Support with segmenting and blending challenging vocabulary• Use of fluency support pictures, echo reading and text marking	<ul style="list-style-type: none">• Etymology• Morphology• Context clues• Substitution	<ul style="list-style-type: none">• Retrieval• Summarising (i.e. ordering events)• Vocabulary	<ul style="list-style-type: none">• Engaging with evidence from the text• Explaining author's choices• Making inferences
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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"> ✓ Identify age-appropriate basic errors (grammar, spelling and punctuation) when appropriate within lessons verbally. ✓ Identify age-appropriate basic errors (grammar, spelling and punctuation) after the lesson, when needed, using agreed symbols and yellow highlighter. 	<ul style="list-style-type: none"> ✓ Address identified errors using green pen and make use of resources to support accuracy e.g. word mats, key vocabulary working wall, etc. ✓ Spellings may be provided with opportunities for children to practise the correct spelling
Specific learning objective	<ul style="list-style-type: none"> ✓ Build-in time within lessons 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 ✓ On completion of the task, provide feedback (either written or verbally) that instructs pupils on what / how they need to develop. ✓ It should be clear that each pupil's work has been looked through. A ✓ would indicate that the pupil has met the learning objective. 	<ul style="list-style-type: none"> ✓ Self/peer check work using supporting resources and make necessary changes using green pen.

	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>Highlight the part of the word that is incorrect. Provide the child with the correct spelling unless it is a spelling they should know. Consider which spellings are to be the focus – consider the child's needs</p>
p	Punctuation error
Λ	To indicate where something could be added. Could be supported by further detail e.g. <i>Λ 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

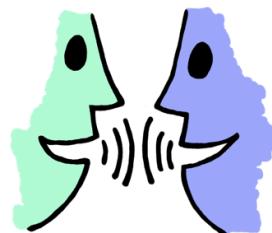
• dwelt

• thronging

• Harkening

• Spake

When do you think this text was written?



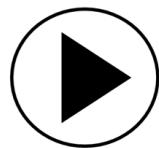
But no one descended to the Traveller;
No head from the leaf-fringed sill
Leaned over/and looked into his grey eyes,
Where he stood perplexed and still.
But only a host of phantom listeners



Fluency Support Pictures



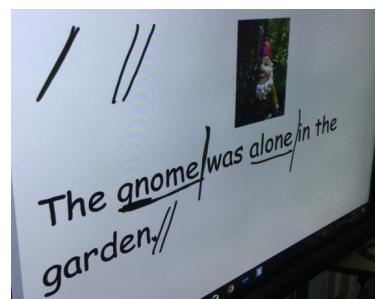
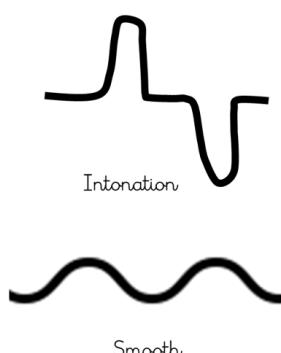
/ Short pause



Good pace and volume

// Long pause

— Emphasis



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.



The Listeners by Walter de la Mare

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Knocking on the **moonlit** door;
And his horse in the silence **champed** the grasses
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Above the Traveller's head:
And **he smote upon** the door again a second
time;
'Is there anybody there?' he said.

Moonlit	Dark Shadowy Lit by the moon
Champed	Nibbled Chomped Stood upon
He smote upon	He knocked on He pushed against 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.		

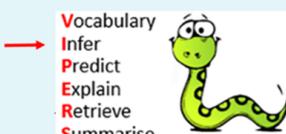
The shop is described on the blurb as '*a breath-taking world of magic and enchantment*'.

What evidence in the text is there to support this?



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

Greater Depth Challenge



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

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?



Point in the poem	Emotion	Evidence from the text:
Stanza 1	Worried Perplexed Determined Curious Scared	
Stanza 2	Nervous Confused Alone	
Stanza 3	Confused Frustrated Anxious Scared 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.

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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.

Can you draw and label a diagram of the Psammead?

Third Section

	appeared
	broken pieces
	Sent out
	crash
	alarm messages

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.

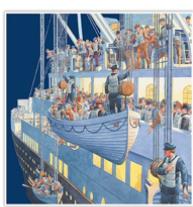


1) Just before midnight on day five, in the freezing cold North Atlantic Ocean, an iceberg **loomed** out of the darkness. Too big to quickly change direction, Titanic scraped along the side of the ice, earning holes in at least four sections of the hull. *Uh oh...*

2) 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 into the lifeboats, **fast!**

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

4) 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**.



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

Autumn Term										2025
	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 McLaughlin	What is Climate Change? – National Geographic issues	The Magic Box – Kit Wright	The Caiman's Fire – Marie Eugenia who make their mark	We Are Train Your Dragon – Joshua Salter	How to Poet – Five – End	I Don't Like Famous Five – End	Brazil Unks to geography	The Nutcracker – E.T.A. Hoffmann	The Nutcracker – E.T.A. Hoffmann
Year 5	The Lion, the Witch and the Wardrobe – C.S. Lewis	John Morte Agincourt	A Tapestry of Strength 1783 – Catherine Johnson	Freedom – Keith Child – Benjamin Zephaniah	Woolf – John McCrae	Flanders Fields – Clive King	Sig of the Dump – National Geographic	The Moon Landing – Night Before Christmas	Over the Moon Night Before Christmas	Archaic language, classic text, complexity of sentences and vocabulary

Year 5	Five Children & It – E Nesbit Archaic language, classic text, complexity of sentences – environmental issues enriching an understanding of historical context and literary heritage	Geographical Exploration of alternative structures and layouts Study of a poem for Y6 Inference skills and exposure to science curriculum content	The Listeners – Walter de la Mare Classic poem Carroll	Letters from the Lighthouse – E. Nesbit Study of a historically significant individual, appropriate to age	Samuel Johnson – Johnson's biography WWI/WWII study and inference	French Duty – Siegfried Sassoon Links to WWI/WWII	Just So Stories – Rudyard Kipling	Links to – similarities and differences of language, classic text, complexity as well as cultural diversity of sentences and vocabulary	Japan Card – Charles Dickens	A Christmas Carol – Charles Dickens
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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 Boogy 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 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. 12 week intervention	
██████████	EAL	New to English Beg of phase 2 phonics			
██████████	PP	Concerns around understanding. 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. Behaviour and attitude to learning. Developing knowledge of digraphs in phase 3.			██████████ is recognising more familiar words.
██████████	EAL	Developing knowledge of digraphs in phase 3. Some difficulty around retaining known graphemes.			He is making more attempts and being less reliant on adults.
██████████	PP	No reading at home. Lacks a lot of <u>self confidence</u> , 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 Opportunities to decode unfamiliar words before looking at text as a whole 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) 1:1 reading volunteer 1 x weekly
██████████	PP	Lacks confidence with fluency – decoding is not secure	Pairing with fluent partner Opportunities to decode unfamiliar words before looking at text as a whole 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) 1:1 reading volunteer 1 x weekly
██████████	EAL	EAL – new to English (joined in Y5 from Italy)	Pairing with fluent partner Opportunities to decode unfamiliar words before looking at text as a whole 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) 1:1 reading volunteer 1 x weekly