

Our Approach to Reading

EYFS & KS1 Reading – In Key Stage One we follow 'Read Write Inc', a synthetic phonics program. Children are taught to read sounds, words and then sentences. The books that children read in class, are closely linked to their phonic knowledge. Children read each book three times.

- First read - children practise the story words.
- Second read - enables the children to read with greater speed and fluency.
- Third read - enables the children to read with intonation and focuses on children's comprehension of the text, with questions to discuss and answer.

Teachers model how to read the text between children's reads and model their thinking and understanding of what is happening in the story.

A linked text is shared with the children before each new book. This book is used to support the children's understanding of events, characters and the setting in their texts and allows children to develop vocabulary and understanding of texts and authors beyond those that they can read independently. In addition, class stories are read daily for the same purpose. These class stories are then made available for the children in the class book corners.

Reading for Pleasure

In KS2 we have a library that each class visits every fortnight. The purpose of the library is to allow children to make their own choices about what they would like to read and develop their enjoyment of reading.

5 Plagues of Reading

As part of choosing ambitious texts for the children to 'wrestle' with in their whole class reading lessons, we use extracts from books from the plagues of reading. We use at least 2 from each plague over the year. This provides challenge and exposes children to texts that can be more difficult to understand so that we can equip them with skills that means they can begin to access them independently.

The plagues include:

1. Archaic texts
2. Non-linear time sequence
3. Complexity of narrator
4. Complexity of plot
5. Resistant texts.

KS2 Reading

We use a whole class reading approach to teach reading. This allows children to access texts beyond the level they may be able to independently and challenge their thinking. For one half of a term we use extracts from books with links -where appropriate- to our topics. Use of extracts helps us to broaden our reading experiences and exposure to authors. For the second part of a half of the term we use a novel, which enables us to get to know a story and author more deeply. We have the same structure each week that focuses on a strong sequence of learning to build up skills to produce a more in-depth response to the text towards the end of a week. The sequence of learning is shown below:

- Background reading
- Vocabulary (background read and vocab are interchangeable according to teacher planning)
- Close read
- Independent application
- Test strategies/ reading for pleasure (alternating weekly)

The independent application is based on a KPI or specific reading skill taught in that year group. We use an I, WE, YOU approach in lessons to model the skills to the children.

Home Reading in EYFS & KS1

Children are sent home with the sounds that they are taught in class. As soon as children are able to blend, they bring home books to read. Children are expected to read these sounds and books daily and their diaries signed by an adult at home. Our earliest readers will bring home the book that they have been reading in class and an additional book bag book matched to the sounds that they know. We have a home reading scheme which is matched as closely as possible to the sounds that children know. We offer catch-up reads daily for those who have not read at home to ensure that they do not miss out on an additional daily read.

Home Reading in KS2

The children are expected to read at home daily and bring their diaries back, signed by someone at home, every day. The children can take books from the class libraries which are pitched correctly, these are monitored. We offer reading catch up for those children who do not return their diaries / have not read so that they do not miss out on a daily read.