

Reading Overview



At Hadrian Park Primary we use the Oxford Reading Tree and Big Cats Reading schemes. Pupils who are starting on their reading journey will access phonics based reading books from Oxford Reading Tree. Within each year group, our scheme is supplemented by high quality free reading books from our extensive library.

Aims

'We shouldn't teach great books we should teach a great love of reading' B.F. Skinner

- To develop happy, healthy and **curious** learners who read confidently and independently
- To develop lifelong enjoyment and pleasure in reading
- To enable children to access all areas of the curriculum
- To enable children to access, understand and begin to manage information
- To understand the meaning of what is read to them and what they read
- To respond to what they read; to say whether they like or don't like it and why
- To understand and respond to feelings that words can arouse in us e.g. happiness, anger
- To understand that this experience allows us to make connections with other people
- To walk through doors to the past, to the future, and to other worlds both real and imagined

As a community of readers we expect **all adults** to share their love of reading. These are just some of the ways we can share this:

- Story time
- Shared and guided reading
- Library time
- Reading with individual children
- Home Reading with parents
- Reading with Parent Helpers

Foundation Stage

The teaching of reading is based on the area of learning Communication, Language and Literacy in **The Early Years and Foundation Stage (EYFS)**.

By the end of Reception, children are expected to:-

- Read and understand simple sentences
- Use phonic knowledge to decode regular words and read them aloud accurately
- Read some common irregular words
- Demonstrate understanding when talking with others about what they have read.

Key Stage 1 and 2

In Key Stage 1 and 2, the teaching of reading is based on the **National Curriculum for English** and the **Framework for teaching literacy** and what we know and believe is successful about teaching children to read. In line with guidance from the framework for literacy our teaching objectives cover these key strands:

- Word reading skills & strategies
- Comprehension (both listening and reading)

Word reading skills and strategies

Every day each child will be engaged in:

- Speaking, listening, reading and writing activities which allow them to explore and practise their phonic knowledge, blending and segmenting skills **independently**
- An interactive multi-sensory phonics session
- Shared reading and/or writing led by the teacher to **demonstrate** reading and writing strategies
- **(including phonics)** in a meaningful way
- A rich and regular 'Read aloud' programme (story time)

Shared reading

The teacher models the reading process and the children are actively involved; listening to the text being read aloud, joining in and following the reading, and contributing to discussion and response. Children learn how to apply the knowledge and skills they are acquiring in daily word level work. The teacher leads discussion about the text to help children develop their understanding. Children learn how to interpret and make sense of what they read.

Guided or group reading

At least once each week, a skilled adult works with small groups of children who are able to read at a similar level. The adult scaffolds the learning by guiding children through the text and prompting them to apply what they have learnt in shared reading and other literacy activities.

Range - Pupils should be taught the knowledge, skills and understanding through the following ranges

Literature:

- Stories & poems with familiar settings and those based on imaginary or fantasy worlds
- Stories, plays & poems by significant children's authors
- Retellings of traditional folk & fairy stories
- Stories & poems from a range of cultures
- Stories, plays & poems with patterned & predictable language
- Stories & poems which are challenging, in terms of length and vocabulary
- Texts where the use of language benefits from being read aloud and reread

Non-fiction and non-literary texts:

- Print & ICT-based information texts
- Dictionaries, encyclopaedias & other reference materials

Texts

- Interactive white board resources; software and websites (see appendix 4)
- Big books – stored in library (see appendix)
- Reading books grouped into 'book bands'; core scheme Oxford Reading Tree (stored in library)
- Guided readers – stored in the library
- Library books organised into fiction and non-fiction
- Class library books

Assessment & Planning

Questioning (using questions linked to assessment focus during guided reading)

- Self assessment
- Discussing with a partner
- Field of White Comprehensions
- Verbal feedback from adult linked to success criteria
- Reading records (whenever children change books)
- Guided reading record sheets (Weekly)
- Tracking for phonic skills and through book bands (half termly)
- Target Tracker (half termly)

Additional support

Children with SEND, and/or learning difficulties or disabilities will work towards the same objectives with support. Those working well below the level of their peers will be working on a related objective from an earlier year group.

Children who are gifted and talented will be working to deepen or broaden their understanding of the objective.

Children learning English as an additional language (EAL) will receive appropriate support to enable them to access the objective.

Reading at home

Children make better progress when they are supported at home and when there is good communication between child-school-home.

Children are given a home reader and reading diary at the start of a new term. The reading diary has lots of activities for each child to complete during the year. Staff (Class Teacher & Teaching Assistant) read with individual children during the week and make brief comments in their reading diary. Each time a child has read a book, he/she will be given a 'reading reward sticker' which is added to their reward chart in class. It is expected that the children will read at least one book each week.

Parents are expected to:-

- Ensure their child brings their book bag to school everyday
- Hear their child read
- Make a comment in their reading diary (there are suggestions and top tips inside the reading diary)

Book Bands – NC Reading Levels

Guide to New Curriculum bands	Book Bands	Guide to Average Year group
40-60 W	0 Lilac	FS
40-60 W	1 Pink	FS
40-60 W+	2 Red	FS/YR1
40-60S+/ELG BAND 1B	3 Yellow	FS/YR1
BAND 1B	4 Blue	YR1
BAND 1W	5 Green	YR1
BAND 1S BAND 2B	6 Orange	YR1/2
BAND 2B+	7 Turquoise	YR2 End of Term 1
BAND 2W	8 Purple	YR2
BAND 2S	9 Gold	YR2 End of Term 3
BAND 2S+ BAND 3B	10 White	YR2/3
BAND3W	11 Lime	YR3
BAND 3S	12 Copper	YR3 End of Term 3
BAND 4B/W	13 Topaz	YR4
BAND 4S BAND 5B	14 Ruby	YR4/5
BAND 5W	15 Emerald	YR5
BAND 5S BAND 6B	16 Sapphire	YR5/6
BAND 6W	17 Diamond	YR6 – Free reading
BAND 6S	18 Pearl	YR6 – Free reading

The information in this document will be reviewed regularly throughout the academic year.

The next full review: September 2017

AppendixA: Supportive Documents for Parents

Home Reading - Top Tips

- Always read the title and talk about what the book might be about.
- Always check that what they read makes sense.
- If a child makes a mistake, give them time to notice. It doesn't matter if they can't fix it – noticing the error is an important step.
- There is no need to correct a child every time they make a mistake. If the reading makes sense and the child is reading fluently, you can address any errors at the end of the reading.
- Use phrases like this to praise your child's reading.
- 'I like the way you stopped to re-read to check that made sense'.
- 'Well done! You weren't sure so you checked your picture and sounded out the word to check'.
- When a child is learning to read and they are pointing – please encourage them to point to the first letter in each word.
- Children should be discouraged from using their finger to point to words beyond band yellow.
- Please don't point to the words as your child is reading. They must be in control of the reading. If adults are pointing and a child makes an error the adult will automatically stop pointing.
- Try to encourage your child from not using a 'robot voice' where you stop between each word, but to join the words together. They need to join the words together which will help them to read with greater fluency.

Suggestions for comments for your child's Home Reading Diary

- Understood the story well
- Good discussion about the events in the story
- Retold the story in detail
- Could talk about the story confidently
- Answered questions about the content
- Needs to read again to improve understanding
- Used the pictures to help understanding
- Needed lots of help to understand the main events
- Read all the words correctly
- Found these words difficult
- Tried hard to work out the new words
- Good word building
- Needs to practice again to reinforce the words
- Read accurately and confidently
- Was able to work out the new words using picture clues
- Still sounding out High Frequency word
- Covered up part of the word to break it down
- Read eagerly
- Enjoyed the story because.....
- Fantastic expression
- Would benefit from reading again to improve fluency
- Has learnt all about.....and could explain in own words
- Following with finger
- Starting to follow with eyes not finger