

Broad Chalke CE VA Primary School

Reading Statement

With the love of God, we learn, care, grow and share

The importance of reading

The ability to read is fundamental to pupil's development as independent learners. In order to read with fluency, accuracy, understanding and enjoyment, pupils need to orchestrate a range of strategies; drawing on knowledge of context and grammatical knowledge; applying phonic knowledge and skills; applying graphic knowledge and developing word recognition. Our aim is for all children to be heard read as often as is possible; sometimes this will be in a group Guided Reading session.

Reading development is closely related to that of writing, for it is by reflecting upon and talking about the texts that they encounter that pupils come to understand the special relationship which exists between author and reader. Reading a range of texts extends children's vocabulary and familiarity with a variety of writing styles.

The Later Foundation Stage

We teach reading in our reception class as an integral part of the school's work. We give all children the opportunity to explore letters and sounds, words and texts, to enjoy them, to learn about them, and to use them in various situations. We teach reading through whole class, shared reading and guided reading. The pupil's phonological awareness and phonological knowledge develop as they follow the Jolly Phonic and Letters and Sounds programmes. They have opportunities to apply their developing phonic knowledge and skills in the context of shared reading and writing.

All children are on their own individual reading journey, progressing through our programme at an appropriate pace for their development. We ensure a smooth transition into Key Stage One with cohesive resources and approaches.

The Reading Programme

- Pupils learn their 42 sounds, which are taken home.
- Parents are encouraged to share picture story books with their children to develop enjoyment and story structure.
- When they have acquired sufficient phonic knowledge, key words to learn by sight are introduced. At this stage pupils take home books with no text to develop story communication skills.
- Once they are secure with these words they will have their first reading book.
- Pupils will continue to have key words and they will then move through the banded reading boxes.

- A child will move into a new band when it is felt appropriate.
- Once the pupil is segmenting and blending sounds they will begin Letters and Sounds Phased Word Pockets.

Key Stage One

The individual reading journey continues into Year One and Two, with pupils reading books from the appropriate band. Assessed reading ages and teachers' judgements support the entry level. Reading ages are regularly monitored and recorded on the school's network system.

- The phonic phases are systematically delivered to encourage phonic strategies in reading.
- Reading across the curriculum is developed.
- Reading comprehension assessments are introduced.
- Once certain fluency is achieved, pupils begin small group Guided Reading sessions.
- The pupils have many opportunities to read and select books independently
- They begin to distinguish between fiction and non-fiction.
- During ERIC (everyone reading in class) children are encouraged to sustain reading texts on their own
- Pupils with developed reading skills will move onto our *Free Choice* selection.

. Key Stage Two

Those pupils who are not yet reading with fluency and accuracy will continue to follow our Reading Programme. Our more confident readers progress through our Free Choice selection and then begin to select their reading books from our school library or, if approved, home.

At Key Stage Two the teaching focuses on developing pupils' reading skills e.g. generalising and making inferences by drawing on evidence from the text. A range of texts are used during whole class and shared reading activities. The texts chosen offer challenge to all pupils in the class. There will be further reading opportunities in other curriculum areas such as history and geography, for the purpose of independent reference and research. Guided reading sessions at Key Stage Two for fluent readers take different forms according to their purpose. Objectives are still clearly set out and stated for each session. In their independent reading, the children are encouraged to read challenging and lengthy texts from a wide range of genres.

Teaching and Learning

- In our school, children have access to a wide range of texts. Children across the two key stages have opportunities to read and engage with text as a whole class, in groups and individually.
- In shared reading, the teacher models the reading process to the whole class as an expert reader, providing a high level of support. The pupils join in where appropriate with the reading of the text.

- In guided reading there is a clear structure and specific objectives set for each session. The children are grouped by ability and are encouraged to read and respond to the text with support from the teacher or TA.
- A daily ERIC session takes place in each class. They are given opportunities to select and read a variety of texts including fiction, poetry and non-fiction. The children are given access to texts from their classrooms, library, talking books, web pages, print and text around the school. Reading for pleasure and enjoyment is given a high priority.

Homework

Reading is regarded as a regular homework activity. Parents and pupils are encouraged to respond to books pupils read by using reading journals. Some pupils may prepare work for guided reading sessions by reading next chapters and making notes about the chosen text as a homework task.

Assessment

Children's reading is monitored and assessed on a regular basis, formally and informally. We test children's reading ages three times a year – September, February and May. Teachers ensure that each child is reading at a level which is challenging but manageable. Reading comprehension tests are undertaken regularly and the pupils' results are recorded on The Wiltshire Tracker, to monitor progress. At the end of each academic year a child's reading ability is assessed and this information is reported to parents and passed to the next teacher.

Pupils who are in need of reading support, have opportunities to read more frequently to adults and if required may move onto structured programmes of support, such as Sound Discovery. Parents will be consulted and involved with this process. This intervention will be recorded on a class provision map and if there continues to be a concern the class teacher will consult the SENCO.

Resources

Guide to the reading books included in our book banding scheme:

- Ginn reading 360
- Jolly Phonics Jolly Readers
- Usborne Phonic Readers
- Pearson – Phonics Bug
- Oxford Reading Tree – Floppy Phonics
- Collins – Big Cat

- Oxford Reading Tree- Songbirds
- Nelson – New Way
- Oxford Reading Tree-TreeTops
- Oxford Reading Tree -Fireflies
- Macmillan Sprints
- Collins – Big Cat progress
- Pearson – Bug Club

Each class has a book corner / shelf with a variety of texts which children have access to. The library is stocked with infant and junior fiction, poetry, non-fiction and reference books. Each class has an allocated time when they can go to the library but it is available for individuals and groups throughout the school day. There is a group of librarians who take responsibility of the library and the resources. There are specific resources for guided reading, in order to support the teaching of deeper reading and covering aspects of comprehension.

The Teaching Assistants (TA) who work in our school are an invaluable resource and they are used effectively to support children's reading development. Our TAs are trained to lead Guided Reading Groups. Adult volunteers come into school to hear individual readers.

Ratified by FGB: Autumn 2014

Reviewed: October 2018

Next Review due: Autumn 2020