

# Reading At Creeting St Mary Primary School

## Reception

### **Reading Books**

Children start school and are given a non-word book to share at home.

Key skills such as finding and recognizing their own names are reinforced by looking for their own book bags/pegs and self registering.

Children quickly progress onto books with words. Initially children are given Project X Phonics books to work on the sounds being taught. The reason for giving books to children earlier than some schools do is because we want to begin teaching the skills of reading as early as possible – holding books/ turning pages/ reading from left to right/ recognizing initial sounds/ beginning to create a store of HFWs.

As of autumn term 2 children will read a range of ORT, Big Cat and Project X books.

Children read daily in school with an adult and books are changed as and when they need changing. Home reading is monitored closely; any child not reading regularly at home is listened to twice in school.

### **Phonics**

All children will have been taught the phase 2 and 3 sounds by the end of the reception year.

A daily 20 minute phonics lesson is taught by the teacher. The teacher ensures all objectives are taught over the course of the year.

Half termly assessments take place and children who have not learnt any sounds receive catch up sessions. The groups are fluid, allowing children to move in and out of the sessions as and when they need extra support. Assessments are shared with the Literacy coordinator.

Children are taught to write graphemes. They use letter boards to locate different letters.

Formation of children's names as well as letter and number formation are taught from October half term.

Children learn to read tricky words and CVC words.

Interactive games such as 'phonicsplay' are used.

## **Literacy**

The children listen to a 'Book of the Week' at least 4 times. By the end of the week the class can retell the story. Vocabulary choices are discussed and children have opportunities to join in and act out the story.

Nursery rhymes are taught and children have opportunities to recite these to an audience (assemblies).

There are also class stories.

The class has a reading corner.

Shared reading takes place with a peer.

## **HFWs**

A pack of 12 HF words are sent home from October half term for children to practice reading. These are tested once a week in school. New sets of words are given out as each set is learnt.

From Spring 2 children who aren't able to read the HFWs covered so far join an intervention group.

## **Year 1 and 2**

### **Reading Books**

Children are heard reading their individual books at least 3 x a week.

Children have a range of books to read – poetry, fiction and non-fiction from ORT, Big Cat, and Project X.

Children may read books that require them to read words not taught yet in their phonics lessons. At Creting St Mary School, we do not want to hold children back. We want to instil a love of reading. Their knowledge of phonics should not hold them back from reading more challenging books. We recognize that phonics is only a part of learning to read.

An adult changes books as and when needed. Children need to have read their book at least once in school and at home before changing it.

A half termly reminder is sent to parents to use the questions inside the books being read with their child to improve children's comprehension skills. Also, a note to look at their child's phonics folder and talk about the phonemes taught that term.

Children's reading comprehension skills are tested on a termly basis using PIRA tests. Class teachers check children's reading levels regularly to ensure they are accessing books that challenge them and allow them to practise the sounds they are learning. Children not making the expected progress are identified and interventions are put in place.

### **CEWs**

The class teacher regularly checks children's ability to read these words and spell them. After spelling checks have been completed individual word cards are created and sent home for children to practise. Daily practise of these words takes place during registration time. Children falling behind with these spellings/reading are identified and interventions are put in place.

### **Guided reading**

Year 2 children have 20 minute guided reading sessions 3 x a week. Groups are split according to ability (groups of 6/7).

Groups use age appropriate books/reading Explorers/ Comprehension texts to meet the year 2 reading objectives. The class teacher checks children's individual attainment on a termly basis according to the year 2 objectives and plans the following term's lessons to fill any gaps.

Year 1 children are introduced to guided reading sessions in the autumn term using simple early reading comprehension texts. By the summer term they are reading longer texts and answering more complex questions requiring higher order inference and deduction skills.

### **Phonics**

Daily phonics lessons (20 minutes) for year 1 children take place in groups arranged by ability (8 children).

The teaching assistant uses the plans created by the class teacher that meet the required curriculum objectives.

Half termly assessments (3 phonics screening tests and 3 phoneme/grapheme correspondence checks are used).

Analysis of results is shared with class teachers, TA and Literacy co-ordinator.

Children who struggle get extra support in test technique for the phonics screening check (eg. Able readers need to understand the nonsense words will not make sense).

Year 2 children receive 20-minute sessions daily. Phase 6 sounds/spelling patterns are taught. Children are taught the tricky parts of the new pattern, practise reading and spelling these words, use dictionaries to locate the words and find their meanings, use the words in sentences and write the new words correctly using their handwriting formation.

## **Literacy**

'Book Hooks' are used to instigate carefully modelled writing and responses to a varied range of texts.

There is time set aside each day to read a class book to the children. Comprehension questions are asked as a first step to interpreting and understanding a text. No written evidence is recorded from these sessions. These are primarily times where children can listen to high quality reading. There is an emphasis on an enjoyment of reading.

The class has a reading corner. Children can choose from non-fiction, picture books, poetry, magazines and age-appropriate texts.

Shared reading takes place with a peer several times a week.

Share and Talk is a weekly opportunity for children to self-select an age-appropriate book to take home and share with their families. On return children share their favourite parts of the book, make recommendations and discuss what they have learnt.

## Year 3 and 4

### **Reading Books**

Children choose their own reading book from a selection of age appropriate books. Children working below age expected standards choose books carefully matched to their ability with the support of an adult.

Children read once a week to a TA/class teacher or volunteer.

Children working below age expected standards are heard on a daily basis.

Children read to themselves 5 x a week.

Children's reading comprehension skills are tested on a termly basis using PIRA tests.

### **Guided reading**

Takes place 5 x a week. One group works with the teacher using Reading Explorers (a mixture of literal, deduction, inference skills are worked on).

Independent guided reading activities include;

- reading for knowledge (children use the library to read non-fiction books of their choice)
- Comprehension Box – short texts and questions
- Research completed on the computers – cross curricular links.
- Book reviews
- Follow up activities from the work completed with the class teacher

- Comprehension tasks

## **Phonics**

Children working below age expected standards in reading receive interventions 3 x a week.

## **CEWs**

Activities based on these are incorporated into guided reading sessions occasionally. Year 3 and 4 words are also taught during spelling sessions.

## **Literacy**

'Book Hooks' are used to instigate carefully modelled writing and responses to a varied range of texts.

A class reading book is read to the children 4/5 x a week.

## Year 5 and 6

### **Reading Books**

Children choose their own reading book from a selection of age appropriate books. Children working below age expected standards choose books carefully matched to their ability.

A volunteer listens to children read once a week.

Children working below age expected standards are heard on a daily basis.

Children read to themselves 5 x a week.

Children's reading comprehension skills are tested on a termly basis using PIRA tests.

### **Guided reading**

Takes place 5 x a week. One group with the teacher using reading explorers (a mixture of literal, deduction, inference skills worked on) and other cross curricular comprehension texts to improve comprehension skills (twinkl/ classroom secrets).

Independent guided reading activities include;

- 3 point questions (twinkl)
- Grammar test
- Paired reading

## **CEWs**

Activities based on these are incorporated into guided reading sessions occasionally. Year 5 and 6 words are also taught during spelling sessions. Year 3 and 4 words are revised.

## **Literacy**

'Book Hooks' are used to instigate carefully modelled writing and responses to a varied range of texts.

A class reading book is read to the children 4/5 x a week.

## **Home Reading**

We ask that parents listen to their children read at least 4 times a week and record this in the reading records. Notes can be shared between home and school regarding a child's progress and any areas to work on. Rewards are given out to children each half term for regular reading at home, such as extra play time and certificates. Catch up reading sessions are used to ensure those children who do not read regularly at home do not miss out on valuable learning time.

## **Clubs**

Currently one of the TAs is running a weekly reading club open to all children from year 2 onwards. This is an opportunity to relax and enjoy the pleasures of reading. Additionally, we have a drama club being run by another TA after school.