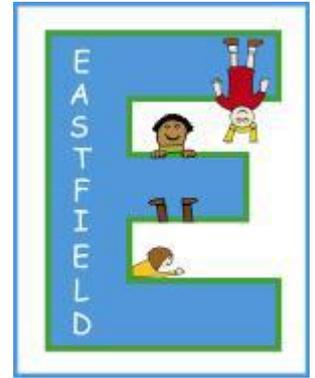


# Reading at Eastfield Primary School



In **English** our aim is to develop a strong command of the spoken and written word, and to develop a love of books through widespread reading for enjoyment. We do this through units of work built around high quality texts, books and stories that build children’s skills through a range of activities. Children will be taught fiction, non-fiction and poetry and the structure and language features of particular text types through guided, group or independent activities and whole class sessions. A range of teaching strategies will be used for these activities including, Independent reading, Guided Reading, reading comprehension, Big Write, Talk for Writing, weekly spelling tests, phonics (Rigby Rockets or letters and sounds), handwriting (Kinetic letters Rec-Y3) and SPaG sessions.

All classes learn how to read using quality texts as a starting point linked to their termly theme and/or the unit of work being studied. Reading skills and strategies including decoding, skimming, scanning and detailed reading are taught and practiced independently during English lessons.

## Strategies used at Eastfield:

### **Shared Reading (reading with children)**

Shared Reading is an interactive reading experience that occurs when children join in or share the reading of a book or other text while being guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression. The shared reading model often uses oversized books (referred to as big books) or shared texts on the SMART board or multiple copies of the same book.

### **Guided Reading (reading with/by children)**

Guided reading is an instructional approach that involves a teacher working with a small group of children who demonstrate similar reading behaviours and can all read similar levels of texts. The text is easy enough for children to read with an adult’s skilful support. The text offers challenges and opportunities for problem solving, but is easy enough for children to read with some fluency. The teacher helps children to learn to use reading strategies, such as context clues, letter and sound knowledge, and syntax or word structure, as they read a text or book that is unfamiliar to them. The goal of guided reading is for pupils to use these strategies independently on their way to becoming fluent, skilled readers. It is also to extend and challenge more-able groups of children.

The guided reading scheme at Eastfield is a mixture of Phonics Bug (linked to Letters and Sounds phonics), Oxford Reading Tree, Story worlds, All Aboard, Literacy Links, Heinemann, Oxford Literacy Web, 360 plays, fiction, non-fiction, novels and annuals. These books are situated in the KS2 corridor at the side of the boys toilets. The sets of guided readers are for use in class with small groups of children (4-6 children) with either the class teacher or support teacher. Guided Reading sessions are part of the timetabled carousel and each child has at least one guided reading session each week.

A school guided reading planner is used by all staff. Read and Respond books are also used each term.

	<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
<b>ES</b>	Talk about wordless books- ORT and Phonics work through Alphablocks.  Our aim in the Autumn term is for children to be able to handle books correctly, talk about them and be able to begin to build their phonic knowledge	Read and Respond 1/2 a term on each book  We’re going on a bear hunt  Handa’s Surprise	Guided Reading Scheme books linked to phonics
<b>Y1</b>	Guided Reading Scheme books linked to phonics	Spr 1 - Read and respond for 3 weeks and then swap book	Sum 1 - Guided reading Scheme books linked to phonics

	Rosie's walk – 3 weeks (one class uses the text while the other class continues with phonically decodable books from the scheme and then swap)	Aliens love underpants – 3 weeks  Spr 2 – Guided reading Scheme books linked to phonics	Sum 2 – Read and Respond The Lighthouse Keepers lunch for 2 weeks / Guided Reading Scheme for rest of 1/2 term
<b>Year 2</b>	Guided Reading Scheme books linked to phonics  Room on the Broom – 3 weeks (one class uses the text while the other class continues with phonically decodable books from the scheme and then swap)	Spr 1 – Read and respond for 3 weeks and then swap book  Owl babies – 3 weeks  Spr 2 – Guided reading Scheme books linked to phonics	Spr 1 – Guided Reading Scheme books linked to phonics  Spr – 2 Read and respond Winnie the Witch for 2 weeks / Guided Reading Scheme for rest of 1/2 term
<b>Year 3</b>	Guided Reading Scheme books linked to phonics  Aut 2 – Read and Respond book The Stig of the Dump (links to Narrative unit Adventure and Mystery)	Guided Reading Scheme books linked to phonics  Spr 2 – Read and Respond book George's marvellous medicine	Guided Reading Scheme books linked to phonics  Sum 2 –  Read and Respond – The Magic Finger (links to Narrative unit Stories with Familiar Settings)
<b>Year 4</b>	Guided Reading Scheme  Read and Respond – The Iron Man (links to Narrative unit Stories with Imaginary Settings)	Guided Reading Scheme  Read and Respond – Bill's new Frock	Read and Respond - Charlotte's Web (links to narrative unit Stories With Issues and Dilemmas)  Read and Respond – Hetty Feather (links to narrative unit Stories With Issues and Dilemmas)
<b>Year 5</b>  <i>Use guided reading scheme once Read and respond text is finished</i>	Read and Respond – Percy Jackson and the Lightning Thief (links to Narrative unit Stories From Other Cultures)	Guided Reading Scheme  Read and Respond – The Highway Man (links to Narrative / Poetry unit Classic Narrative)	All term Read and Respond – Street Child (links to Narrative unit Novels)
<b>Year 6</b>  <i>Use guided reading scheme once Read and respond text is finished</i>	All term Read and Respond – Journey to the River Sea (links to Narrative unit Extended Narrative)  Tales of the Beadle's Bard – J K Rowling	All term Read and Respond - War Horse (links to Narrative unit Author and Texts)	All term Read and Respond – Boy in the Striped Pyjamas (links to Narrative unit Fiction Genres)

### Independent Reading (reading by children)

Independent reading time, or sustained silent reading, is a critical component of a well-designed reading program. Children read, applying what they have been taught, giving the children the opportunity to put what they have learned into practice as soon as possible. Reading independently for sustained periods helps children build fluency and become self-reliant readers as well as develop their vocabulary, comprehension, word attack skills, and stamina, and a love of reading.

### Home Reading (reading by children)

All children have a book bag, reading book and reading record which they need to bring to school daily. The aim is that we provide opportunities for children to be 'heard read' from a number of different adults and we change home/school-reading books at least 2-3x per week in FS and KSI and at least twice per week in KS2 for Rigby readers, free readers might take longer to change their books (free reader children should also be writing a book review). By the end of every week ALL pupils should have read their home reading book (or part of it) at least once to an adult. The school actively encourages parents to read with their children. Class teachers will keep records of the books read by the children and reading certificates are awarded following our reading scheme of 'reading around the planets'.

- 10 books (Bronze)- Superstar bookmark
- 25 books (Silver)- Superstar pencil
- 50 books (Gold)- Ruler
- 75 books (Diamond)- Superstar badge
- 100 books (Platinum)- Superstar Pen

### Rigby Rocket books

The home reading scheme for children at Eastfield Primary School are the Rigby Rocket books which are a mixture of independent readers, fiction, non-fiction and pocket reads. The books are situated on book shelves in the corridors around school. The books are organized and labelled in colours, pink through to bright red. There is then a bookcase of 'free readers'. This is the typical progression and expectation of coloured book bands reading:

Early Phase	Lower Phase	Upper Phase
Pink	Orange	Red
Red	Blue	Grey
Yellow	Purple	Blue
Blue	Yellow	Red
Green	Bright Green	Black

### Phonetically decodable Home reading Scheme

Children in Reception and Year 1 have a home reading book closely linked to the phonic phase that they are currently working at. This allows children to apply their phonic skills and knowledge outside of the phonics lesson both in school and at home. Phonetically decodable books are a mixture of fiction and non-fiction books by 'Rising Stars Rocket Phonics' and 'Collins Big Cat Phonics'. These books are situated on book shelves outside of Reception. They are organised and labelled in colours, pink through to green.

### SEN Readers

There are various sets of readers for SEN children who need further reading practice including Fuzz Buzz, Ladybird Phonics, Rigby Rapids and Rigby Phonics. All reading resources for SEN children are available in the intervention room upstairs. We are currently using a reading programme called Lexia to further support SEN pupils.

### Story time

Story time happens daily, usually at the end of the day providing a quiet time for children to unwind before going home. Members of staff will use books from their book boxes linked to their focus author / theme books.

	Planned Author linked to Units of Work	Other Author (end of the day story, WBD, book display, fact file)
Foundation	Mick Inkpen	Allen Ahlberg
Year 1	Nick Butterworth	Claire Freedman
Year 2	Julia Donaldson	Dick King-Smith
Year 3	Raymond Briggs	Roald Dahl
Year 4	Shoo Rayner	Jacqueline Wilson
Year 5	Charles Dickens	Jeremy Strong
Year 6	Micheal Morpurgo	J K Rowling

## Phonics

This academic year (2021-22), Reception and Year 1 will take part in Rocket Phonics programme created by Rising Stars. Phonics will be taught as a standalone lesson on a daily basis for 20-25 minutes and also embedded during daily English lessons in Y1, or reading and writing days in Reception. Below is an expectation of what children in Reception and Year 1 will be focusing on each half term.

### Reception Half Termly expectation

Autumn 1	/s/ as in sun /a/ as in apple /t/ as in tap /i/ as in insect /p/ as in pan /n/ as in net l, the, go, to, no, into	/m/ as in mouse /d/ as in dog /g/ as in goat /o/ as in octopus /k/ as in cat /k/ as in kite
Autumn 2	/k/ as in duck /e/ as in elephant /u/ as in umbrella /r/ as in rabbit /h/ as in hat /b/ as in bat l, the, go, to, no, into	/f/ as in frog and cliff /l/ as in ladder /l/ as in shell /s/ as in dress Double consonant letters Two syllable words
Spring 1	/j/ as in jug /v/ as in van /w/ as in web /k+s/ as in fox /y/ as in yellow /z/ as in zebra and puzzle he, she, we, me, be, was, my, you, her, they, all, are	/z/ as in bugs /k+w/ as in queen Consolidation
Spring 2	/ch/ as in chick /sh/ as in sheep /th/ as in thumb and feather /n+g/ as in ring /ai/ as in train /ee/ as in bee he, she, we, me, be, was, my, you, her, they, all, are	/igh/ as in light /oa/ as in boat short /oo/ as in book long /oo/ as in moon Consolidation
Summer 1	/ar/ as in car /or/ as in fork /ur/ as in purse /ou/ as in owl /oi/ as in coin /eer/ as in ear some, one, said, come, do, so, were, when, have, there, out, like, little, what	/air/ as in chair /y+oor/ as in manure schwa /uh/ as in hammer Consolidation
Summer 2	/w/ as in wheel /f/ as in dolphin /ai/ as in crayon /ai/ as in cake /ai/ as in acorn /ee/ as in scene some, one, said, come, do, so, were, when, have, there, out, like, little, what	/ee/ as in shield /ee/ as in peach Consolidation

### Year 1 Half Termly expectation

Autumn 1	/igh/ as in child /igh/ as in time /igh/ as in pie /igh/ as in spy /oa/ as in rope /oa/ as in snow some, one, said, come, do, so, were, when, have, there, out, like, little, what	/oa/ as in toe /oa/ as in piano /ee/ as in happy /ee/ as in key Consolidation
Autumn 2	/y+oo/ as in Unicorn short /oo/ as in push /y+oo/ as in cube long /oo/ as in flute /y+oo/ as in statue long /oo/ as in blue oh, their, people, Mr, Mrs, looked, called, asked, could, water, where	/y+oo/ as in news long /oo/ as in screw /ur/ as in herbs /or/ as in bird /ou/ as in cloud /oi/ as in toy
Spring 1	/or/ as in astronaut /or/ as in strawberry /oa/ as in shoulder long /oo/ as in soup short /oo/ as in should /ar/ as in father and palm /ur/ as in pearl and World who, again, thought, through, many, laughed, because, any, eyes, friends, once, please	/eer/ as in deer and here /air/ as in square, bear and there /or/ as in ball /or/ as in four /or/ as in core /or/ as in door /or/ as in daughter
Spring 2	/s/ as in celery /i/ as in giraffe /e/ as in bread /s/ as in house /s/ as in space /k/ as in School oh, their, people, Mr, Mrs, looked, called, asked, could, water, where	/sh/ as in chef /i/ as in bridge /f/ as in package /uh/ as in mother Consolidation
Summer 1	/ul/ as in bottle /i/ as in mixed /d/ as in drilled /m/ as in comb /n/ as in knot /n/ as in sign oh, their, people, Mr, Mrs, looked, called, asked, could, water, where	/r/ as in writing /ch/ as in hatching /zh/ as in treasure, television, collage Consolidation
Summer 2	/ch+u/ as in picture /i/ as in pyramid /s/ as in scissors /s/ as in whistle /o/ as in watch /sh/ as in station who, again, thought, through, many, laughed, because, any, eyes, friends, once, please	/sh/ as in musician /sh/ as in percussion Consolidation

Year 2 will continue to use the letters and sounds phase 6 and support for spelling resources to teach daily phonics lessons.

## Library

Currently, due to COVID 19 the library is currently under review and books are not being taken home by pupils. There is a wide range of books within the library which can be accessed by teachers to use within their classrooms linked to a range of subjects. From January 2022, each class will have a designated slot to go and use the library to promote a love of reading and reading for pleasure.

## Schools Library Support Service

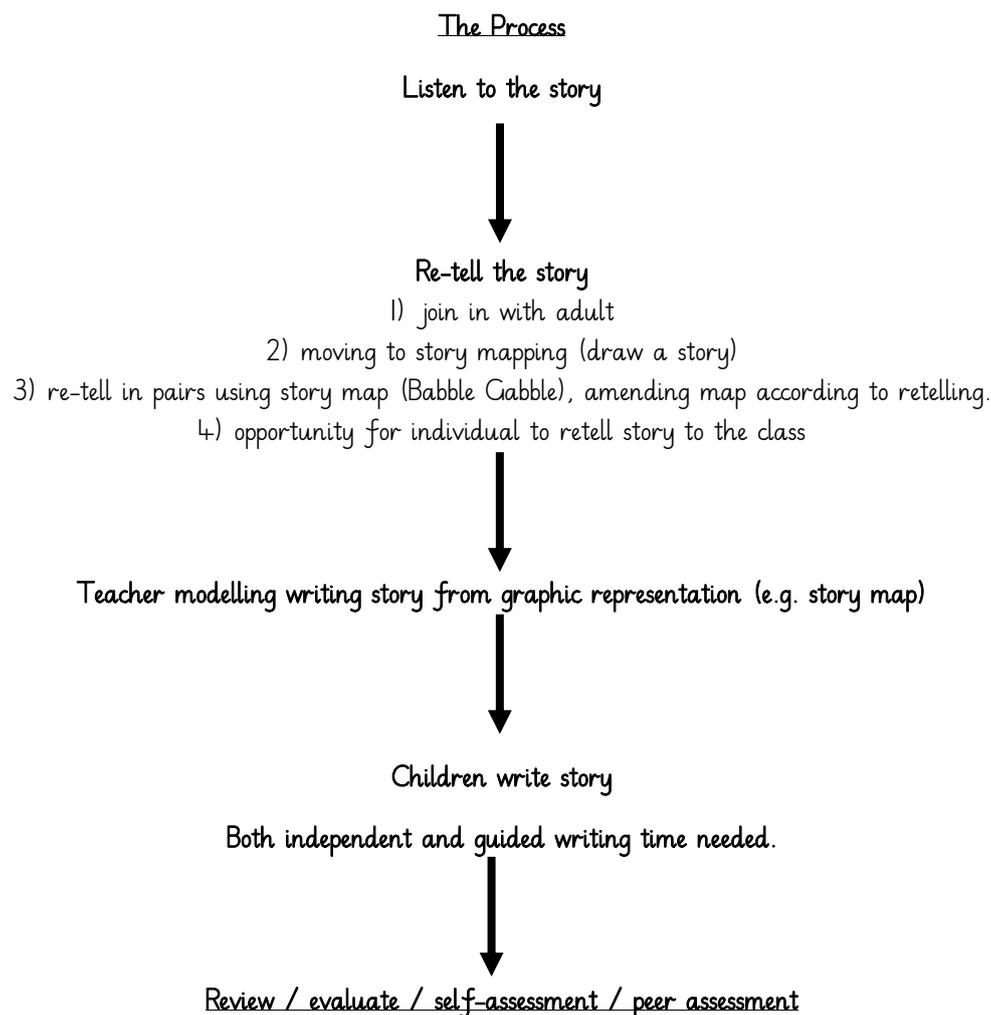
Eastfield Primary School has signed up to be part of the library service. This service enables us to have access to termly book boxes linked to particular themes and / or authors, as well as Big books, story sacks, artefacts and class readers. The School Library Association is committed to supporting everyone involved with school libraries, promoting high quality reading and learning opportunities for all.

## Reading Comprehension

Identifying words on a page does not make someone a successful reader. When the words are understood and transcend the pages to become thoughts and ideas then you are truly reading. Comprehension therefore is the capacity for understanding those thoughts and ideas. Applying what you have read and understood becomes the successful conclusion. During shared, guided reading and home reading sessions we use a variety of questions, including: literal, deductive, inferential and evaluative to improve the children's comprehension skills. Comprehension skills are also taught indirectly across the curriculum in other lessons.

## Talk for Writing

Throughout the school children learn to internalise texts through a strategy called Talk for Writing (T4W). The intention is that by learning stories off by heart, the children learn the components of stories and can then draw upon these when having to invent a new story. Children should be able to orally retell a story fluently. Thus, the act of story-making is made easier, as the writer knows exactly where the story is going. All they have to do then is focus on the quality of what they are putting into the story to make it come alive.



## Reading Journals

Reading journals can provide space for reflection and evaluation. Evidence can take a variety of forms such as: Jottings, notes, diagrams, grids, charts, mind maps, questions, poems, observations on a post-it note, reading lists, book reviews etc.

Journals enable children to speculate and hypothesise and allow them to collect ideas that they may come back to later when discussing and writing about texts. Journals also provide teachers with valuable evidence of what children can do when working away from the guided reading group or teacher-led activity.