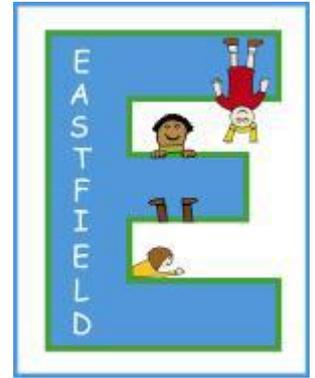


# Reading at Eastfield Primary School



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 (letters and sounds), handwriting 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. You choose selections that help children expand their strategies. 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 daily 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><u>FS</u></b>	Talk about wordless books- ORT and Phonics work through Alphablocks.	Read and Respond 1/2 a term on each book	Guided Reading Scheme books linked to phonics

	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	We're going on a bear hunt Handa's Surprise	
<b><u>Y1</u></b>	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 swop)	Spr 1 - Read and respond for 3 weeks and then swop book  Aliens love underpants – 3 weeks  Spr 2 – Guided reading Scheme books linked to phonics	Sum 1 - 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 ½ term
<b><u>Year 2</u></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 swop)	Spr 1 - Read and respond for 3 weeks and then swop 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 ½ term
<b><u>Year 3</u></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><u>Year 4</u></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><u>Year 5</u></b>  <b><u>Use guided reading scheme once Read and respond text is finished</u></b>	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)

<p><b>Year 6</b></p> <p><b>Use guided reading scheme once Read and respond text is finished</b></p>	<p>All term Read and Respond – Journey to the River Sea (links to Narrative unit Extended Narrative)</p> <p>Tales of the Beadle’s Bard – J K Rowling</p>	<p>All term Read and Respond - War Horse (links to Narrative unit Author and Texts)</p>	<p>All term Read and Respond – Boy in the Striped Pyjamas (links to Narrative unit Fiction Genres)</p>
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**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 3x per week in FS and KS1 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’.

<b><u>Colour</u></b>
pink
red
yellow
blue
green
orange
turquoise
purple
gold
white

### **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'.

lime
brown
grey
bright blue
bright red
free reader

### **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.

### **Phonics**

#### **Letters and Sounds**

Letters and Sounds is a phonics resource. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven.

Phase One concentrates on activities to promote speaking and listening skills, phonological awareness and oral blending and segmenting. Phase Two to Six focus on providing a systematic approach to phonic work to ensure that by the end of Key Stage 1, children develop fluent word reading skills and have good foundations in spelling. At Eastfield children are organised and taught in phonic groups based on their phonological ability.

<u>NURSERY</u>	<u>RECEPTION</u>				<u>YEAR 1</u>	<u>YEAR 2</u>
<u>Phase 1</u>	<u>Phases 2-6</u>	<u>Phase 2 (up to 6 weeks)</u>	<u>Phase 3 (up to 12 weeks)</u>	<u>Phase 4 (4-6 weeks)</u>	<u>Phase 5 (throughout Y1)</u>	<u>Phase 6 (throughout Y2)</u>
Lots of speaking and listening activities	Knowledge of letters and their sounds	19 letters of the alphabet and their sound	7 more letters of the alphabet Learn sounds that use more than one letter e.g. sh, ng, th		More ways of saying the sounds introduced in phase two and three	Learning how sounds can be spelt in more than one way e.g. 'ow' sound – cloud/clown
Teaching the children lots of words!	Learning to blend and segment (split) with letters	Blending sounds together to read words (e.g. sit) Segmenting words into sounds to spell words (e.g. c-a-t) Read captions	Blending and segmenting single letters, sounds with more than one letter and longer words e.g. thunder Read captions, questions and sentences	Blend and segment words with two consonants e.g. went, frog, stand	Blend and segment sounds of <u>all</u> letters and sounds taught so far	More fluent blending and segmenting Spell prefixes and suffixes Accurate spelling of unusual words e.g. laugh
Lots and lots of talking						
Use of story, songs and rhymes	Tricky words	the, to no, go I	he, she, we me, be, was my, you, her they, all	said, so, have like, some, come were, there, little do, when, out what	oh, their people, Mr, Mrs looked, called asked, water where, who, again	Teach new words as needed
	<b>Planned Author linked to Units of Work</b>			<b>Other Author</b>		
				(end of the day story, WBD, book display, fact file)		
<b>Foundation</b>	Mick Inkpen			Allen Ahlberg		
<b>Year 1</b>	Nick Butterworth			Claire Freedman		
<b>Year 2</b>	Julia Donaldson			Dick King-Smith		
<b>Year 3</b>	Raymond Briggs			Roald Dahl		
<b>Year 4</b>	Shoo Rayner			Jacqueline Wilson		
<b>Year 5</b>	Charles Dickens			Jeremy Strong		
<b>Year 6</b>	Micheal Morpurgo			J K Rowling		

### 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.

### Library

Our school library is a centre of learning that we make accessible to all the children and staff at our school. The resources within it cover fiction and non-fiction books.

### 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.

#### **The Process**

**Listen to the story**



**Re-tell the story**

- 1) join in with adult
- 2) moving to story mapping (draw a story)
- 3) re-tell in pairs using story map (Babble Gabble), amending map according to retelling.
- 4) opportunity for individual to retell story to the class



**Teacher modelling writing story from graphic representation (e.g. story map)**



**Children write story**

**Both independent and guided writing time needed.**



**Review / evaluate / self-assessment / peer assessment**

### **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.