

# Brompton & Sawdon CP School



## Seven Aspects of Reading

### How do we prioritise reading?

- Each class has access to a range of age-appropriate reading library in their own classroom to access throughout the day.
- Older children have access to a larger library to read for a range of purposes and/or to read for pleasure.
- Each class teacher has their own reading trolley/class library of their 'own' recommended reads. Some of these are personal books of teachers, who celebrate a love for children's literature.
- We endeavour to use books and high-quality texts to enrich the learning and provide access to a range of genre.
- To encourage reading at home we reward pupils with a range of rewards, including Dojo points. We also use this to monitor pupils not reading at home so we can provide extra provision in school.
- Reading is celebrated in our school celebration assembly each week. We also hold reading events throughout the year such as World Book Day or supporting local library reading challenges.
- Guided reading sessions take place in Years 2-6 every day. These sessions are 20-30 minutes long and allow pupils to further develop a love for reading by developing their comprehension skills.
- Read Write Inc (RWI) is followed at EYFS and KS1. Yr 2 pupils who have mastered the phonics scheme continue to develop phonics in their spelling sessions (spelling shed)
- Early reading is encouraged by providing pupils with non-worded reading books in the first instance. Once they have developed their phonics and decoding skills they are then moved on to texts that match their phonic ability and are fully decodable (RWI).
- Early reading is also encouraged by class teachers by sharing books with children who are still developing as readers, e.g. class readers.

### How do we promote a love of reading?

- All staff are expert readers, modelling reading skills, discussing texts read with the pupils and sharing their own love of reading.
- Teachers read class stories to promote a love and enjoyment of stories, immersing them in the world of imagination.
- Our learning opportunities incorporate a range of fiction, non-fiction and poetry, to expose pupils to different texts they may enjoy.
- Guided reading sessions allow time for pupils to discuss their reading, helping them to make sense of what they have read.
- Pupils are encouraged to access the library and change books on a regular basis. This is in addition to their reading book from our reading scheme (in the younger classes).
- We encourage pupils in each class to share their love of reading e.g. by inviting them to recommend great reads to their peers; attend book swaps and making bookmarks for the books they have read.
- Peer-to-peer reading is used occasionally, allowing children to express their love for reading through our value of 'Family'. Older children read with/to younger children in these sessions.
- Planned weekly 'read with me' sessions to start with Class 1- parents invited Tuesday 3-3:30pm
- Comprehension skills are sometimes taught through film or song lyrics, which allow those children who find reading harder to access an opportunity to succeed and develop these

skills, meaning they can better access reading comprehension activities and understand books they read.

### **How do we make sure pupils make progress?**

- Phonics is taught following the RWI progression of sounds to ensure a systematic approach. Phonics lessons follow the same sequence of teach, practise, revise, review and apply. Planning includes assessment for the graphemes taught. Phonics is assessed half termly to identify gaps in learning to inform future planning and intervention.
- Year 2-6 have a dedicated guided reading session every day. to allow pupils to develop their ability to comprehend texts, especially as they become more mature or challenging.
- The school supports pupils to be expert readers by developing the key skills of clarifying, questioning, inferring, explaining, retrieval, summarising and predicting.

- **Clarifying:** understanding and explaining what we have read including new vocabulary

- **Questioning:** ensuring we understand and checking others do too.

- **Inferring:** understanding texts which may be ambiguous or for where the meaning is subtle (e.g. 'reading between the lines')

- **Explaining:** developing an understanding of inference and deduction

- **Retrieval:** using and finding evidence in the text.

- **Summarising and sequencing:** identifying the main points of the text by recapping prior reading, scanning and using key words.

- **Predicting:** Using the knowledge of what we have read to make predictions about forthcoming events or actions in a story

- Pupils who are struggling with decoding skills (preventing them from accessing reading material) have targeted interventions or are part of a smaller reading group.
- Pupils who need further opportunity to practise reading because they do not read at home, are given priority to read to an adult in school.
- Staff have pupil progress meetings with the headteacher and/or English co-ordinator, to identify pupils at risk of falling behind.
- We assist parents with supporting reading by providing parents meetings, reading information meetings, information on the website and letters home.

### **How do we match the pupils' reading books to their phonic ability?**

- Pupils are assessed daily in phonics as well as half termly using the RWI assessments. Assessment then informs which books match to the pupil's phonic ability.
- Staff in EYFS and KS1 are responsible for changing and or checking the pupil's reading books. Once children reach the end of RWI grey books they will move to a banded book.
- Children also have access to a 'free reader' or 'reading for pleasure' book, which does not follow the RWI scheme or bands. This is to allow pupils to develop a love for reading by, for instance, having adults at home read to them.
- We use the Oxford Reading Tree, initially, in Year 2/3, to bridge the gap between RWI phonics books and 'free readers'. We monitor progress in reading and then match their ability to the stage of reading on the scheme. This is done through notes from guided reading and from teachers hearing pupils read individually. Staff monitor and check that these books are changed regularly. Staff will move them onto the next stage when they are confident they have mastered the skills of the stage.

- A confident reader is a child who can read fluently, with good pace and intonation. Children will be able to apply the aspects of guided reading to books they have read.
- Children who are 'free' readers are encouraged to select books which are appropriate challenging for their age and reading ability. They are also encouraged to access a range of genre and read for different purposes.
- Pupils in EYFS and KS1 have their books changed when they have demonstrated reading for fluency. (Books should be read at least three times.)
- Guided reading books/texts/films are also selected carefully to challenge the reading of different groups of pupils in school.

### **How do we teach phonics from the start?**

Pupils begin learning letter sounds on entry to Reception. Following the RWI system pupils are immersed in a directed teaching approach which embeds systematic phonics skills as the core skills for reading. Sounds are taught in a specific order, and regular assessment informs future planning and interventions.

First, pupils will learn to read:

- Set 1 Speed Sounds: these are sounds written with one letter:  
m a s d t i n p g o c k u b f e l h r j v y w z x and sounds written with two letters  
digraphs: sh th ch qu ng nk ck
- Words containing these sounds, by sound-blending, e.g. m-a-t mat, c-a-t cat, g-o-t got, f-i-sh fish, s-p-o-t spot, b-e-s-t best, s-p-l-a-sh splash.

Second, we will learn to read:

- Set 2 Speed Sounds: ay ee igh ow oo oo ar or air ir ou oy
- Words containing these sounds.

Third, we will learn to read:

- Set 3 Speed Sounds: ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure as well as the sounds ue, au, wh, ph, oe, ie
- Words containing these sounds.

From set 2 pupils will learn 2 or 3 new sounds per week.

- Phonics is discussed with parents in the Transition to School meeting and parents are given resources to support phonics at home.
- When Reception pupils have started school another meeting on supporting phonics is provided for parents.

### **How do we support pupils to catch up?**

- Summative data is submitted once a term and pupil progress analysis is taken from this. Pupils identified by class teachers and in pupil progress meetings as not making progress have interventions planned for them and teaching staff are aware of who is a priority for intervention/support.
- Formative data informs day-to-day planning and teachers adapt and change this according to the pupil needs.
- Pupils who did not achieve their phonics check receive interventions (daily reader/extra phonics support) and/or work in a group which is teacher driven.
- Where progress becomes a concern, parents are invited to a meeting with the teacher and advice is given as to how they can further support their child at home.

Class 1 – RWI group, classroom set up, 2<sup>nd</sup> daily session

Class 2 – daily reading

Class 3 – daily reading, speed sound session, mini RWI for identified children

**How do we train staff to be reading experts?**

- Teaching staff, including Teaching Assistants receive reading and phonics training as and when required. This may be a specific focus on the SDP or a personal target identified in performance management or specific training identified by staff. This may include in-house training or external training depending on the needs of the staff (RWI training Summer 2 completed by MS & AB)
- Subject leads for writing and reading attend network meetings and cascade relevant information back to the school.
- The Headteacher, School Improvement Partner and subject leads monitor guided reading sessions and conduct pupil conferencing to ensure agreed approaches and consistency are applied across the school.
- The reading lead monitors reading and offers guidance to staff with follow up actions.