

Reading Strategy 2022

At Arnesby Primary School reading is of the highest priority and we are passionate about developing our children's ability and enjoyment in reading. Our aim is to inspire our children to see the world of possibilities that is opened up to them and the enjoyment that can be brought through reading, that will stay with them into their adult lives.

As teachers, we have the important job of making reading an enjoyable part of everyday life, only then will children foster a love for books and develop a positive attitude about reading. When we open a book, we transport our imaginations to a world purely based on the imaginations of the author.

From Reception to Yr2, reading is taught through early reading and phonics. We focus on embedding early reading and phonics skills. KS2 are taught through whole class reading. Children have focussed guided reading sessions each week and are expected to complete one written comprehension in that time. This is through Complete Comprehension looking at inferencing, text structure, comprehension, grammar and vocabulary.

For some children, we read one to one in addition to this to support their reading and ensure progression. Teachers and TAs use these opportunities to engage the reader and encourage independence and excitement for the books they are reading.

Daily Reading Lessons:

Reception and Yr1: Daily Rocket phonics sessions

Year 2-6 have 4 reading sessions and week . Complete Comprehension supports children from their first steps in comprehension through to securing ownership and confident application of comprehension skills. It breaks down the processes of comprehension into separate skills.

Complete Comprehension is a KS1 and KS2 programme designed to support children and secure ownership and confident application of comprehension skills. The series breaks down the complex process of reading comprehension into separate skills that closely match the curriculum requirements for Key Stage 2. Each teaching unit targets one comprehension skill, which is introduced through a modelling session and then practised using test-style questions.

Each Complete Comprehension resource includes:

- a Skills guide, providing in-depth explanations for each comprehension skill
- engaging text passages from a range of genres, including high-quality contemporary fiction
- a lesson plan for each unit, featuring a language toolkit to support explicit vocabulary teaching
- extensive discussion and enrichment activities to build background knowledge
- photocopiable Target-skill questions and Mix it up! questions
- three informal assessment checks to help you monitor progress
- a range of online resources, including printable texts and modelling slides for each unit.

Children Read to Daily

EY's / KS1 / KS2 - Daily Class Read to the Class (see the Reading Spines below)

Daily Class reading: Reception to Year 6. The children are read to out of the English lesson using high quality texts with rich vocabulary.

Reading For Pleasure

Inviting Book Corner areas in each class with quality books to engage emotions. Younger classes have listening centre to listen to their favourite stories and story Sacks are used to act out the story using their story teller's voice.

Reading Records

Reception and KS1: These are completed at home and in school to share the love of a new story

KS2: Use Schofield and Simms. The children fill them in. They participate in the KS2 reading challenge (Dip in the bag) which is stuck in their books. This encourages children to read as much as they can and it adapted for the children's needs

Independent Reading Time

This takes place in KS2 after lunch along with interventions. This is done using guided reading books, so children can read effectively with a partner.

Promote a love of reading

Adults model a love of reading

Hold competitions throughout the year (Read for good, World Book Day)

Use a wide range of authors.

Reading At Home

Reading Books, phonics and word cards are sent home at least once a week and if the books need changing more often, then they will be changed.

Additional support will be given to children who require it.

Yr5/6 use CPG reading comprehension as homework. They do this 2 out of every 3 weeks. Year 3 and 4 complete it every week. As well as this they can choose fiction or non-fiction books from the library. They are encouraged to read through the reading challenge.

Reading Every Lesson

Teachers use "The Literary Tree" Which is a mapped-out programme for the whole school covering the English Programme of study for KS1 and KS2 for reading and writing. Objectives are covered more than once over the year and children have the opportunities to apply these and consolidate their learning.

Teaching sequences are based around a high-quality text.

Reading in all subjects where possible for each lesson

Keep Up

Some children may require additional support in Reading. This is achieved by:

EY's / KS1 interventions in addition to normal Reading Strategies for the lowest 20%

Additional Rocket Phonics

Small Group Work

1:1 reading.

KS2 interventions in addition to normal Reading Strategies for the lowest 20%

Additional Rocket Phonics

Small Group Work

One to one support

Daily Reading

Vulnerable Groups

SEND children with Specific reading difficulties are heard reading by an adult at least 3 times a week (in addition to the normal Reading Strategies)

Storytelling

- * Opportunities for children to listen to, act out and discuss stories
- * Opportunities for children to tell stories
- * Stories read by teachers and adults

Phonics and Early Reading

Phonics is the main way the Government advise schools to teach early reading. Phonics is learning to read by using letter sounds and blending them together to make words

Our Phonics sessions teach children to speak (using cued articulation), read, write and apply sounds confidently - supporting their progress in every subject, at home and beyond. To ensure we equip all children with these early reading skills, Phonics is taught daily across EYFS, Key Stage 1 and, where necessary, into Key Stage 2. Through structured sessions we aim to provide children with the confidence to apply their phonics knowledge in new situations daily. We aim that all children will pass the Phonics Screening Test before the end of KS1.

Implementation

At Arnesby Primary School we are now using Rocket Phonics which is a Department for Education validated story-based Systematic Synthetic Phonics programme for Reception, Year 1 and year 2. This programme is fully decodable, providing a complete package of resources to teach reading and writing.



Fundamental concepts of Rocket Phonics:

- Phonics is overseen by a dedicated phonics leader.
- Phonics is taught for a minimum of 30 minutes daily.
- All staff are supported with regular phonics professional development training.
- A clear pathway is followed through the alphabetic code.
- Children are not asked to read texts by themselves that they can't yet read.
- The Systematic Synthetic Phonics Teaching Principles (knowledge of the code and the skills of blending, segmenting and handwriting) are taught explicitly
- The Teaching & Learning Cycle (revisit and review, teach, practise, apply) is followed.
- Children are supported to keep up, so they do not need to catch up.
- Phonics is taught at letter-sound, word, sentence and text levels.
- Core phonics provision is distinguished from phonics enrichment activities.
- Teachers have clarity about what, why and how they are teaching.
- Teachers focus on details, such as accurate modelling and pencil hold.

Five things to expect:

- A **steady pace and progression** so that all children can keep up.
- Language-rich, **online teaching storybooks** (Big Books) which present new letter-sound correspondences within the context of captivating illustrated stories plus a range of fully-decodable Target Practice Reader **books and eBooks that directly tie in with the progression** of phonics lesson.
- Practical, skills-based Pupil Practice Booklets to support **daily practice and application of learning**
- **Explicit guidance on the fundamental aspects of phonics teaching**, as well as the aspects that can be adapted to suit the class.

- **Weekly plans for a weekly overview** as well as **detailed daily plans** so the programme is suitable for experienced and inexperienced phonics teachers.

Impact

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage 1. Children can then focus on developing their fluency and comprehension as they move through the school. Progress in phonics is continually reviewed through periodic phonic assessments and evidence from their reading and writing. Through these, teachers identify the graphemes that need to be addressed which then informs planning. In June, attainment in phonics is measured by the Phonics Screening Test in Year 1. The national Phonics Screening Check is undertaken to confirm that the children have learned to decode to an age-appropriate standard and determines what level of provision they will require the following year.

Helping your child at home:

[Rocket-Phonics-Parent-Guide.pdf \(risingstars-uk.com\)](https://www.risingstars-uk.com/series/rising-stars-reading-planet/phonics-guide/advice-for-parents)

At home

To support your child's development of reading skills and enjoyment of reading, we have developed these opportunities to engage with reading as a family:

- In KS1 your child will bring a phonics book home which is closely matched to the phonemes they know, which will boost their enjoyment and progress. They will also choose an enrichment book which they will read together with an adult. This will widen their reading choices and develop their reading further.
- E books are available to read assigned by the teacher and the used to support children at home as extra reading practise.

The link below is a useful video for parents to gain a greater understanding of synthetic phonics.

- <https://www.risingstars-uk.com/series/rising-stars-reading-planet/phonics-guide/advice-for-parents>

