

Reading at Fritch Green

Our Curriculum

The National Curriculum aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Teaching methods:

Early Reading

To be ready to start reading, children need to have a variety of skills in place. These early reading skills include matching, rhyming, awareness of phonics and the skills associated with language development such as listening, attention, alliteration and sound discrimination. Reading, along with writing, makes up literacy, one of the four specific areas of the Early Years Foundation Stage (EYFS). Reading's Early Learning Goal is:

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

To help children work towards this goal our EYFS setting provide:

- a multi-sensory approach to learning.
- resources to support letter sound and name awareness.
- daily phonics sessions using 'Letters and Sounds', learning 3 new sounds a week and with one session of consolidation
- use of Jolly Phonics songs to support learning
- use of sound buttons within English sessions to support segmenting and blending
- opportunities to see, read and write core vocabulary as well as familiar nouns, labels, captions, and pupil names.
- a range of visual cues and props that can support children to understand words
- a range of reading materials throughout the setting, including outside.
- use of phonics fans for children to collect sounds that they have learnt

- weekly homework set based on sounds taught that week
- resources to support learning of irregular words 'Go Words'
- role play opportunities provided for children each week to retell favourite stories
- Talk for Writing used to support comprehension of basic texts.

Key Stages 1 & 2

Guided reading takes place in addition to English lessons in Years 1-6. Teachers work with a focus group each day to teach the skills of reading and comprehension, ensuring that every child is given at least one teacher or teaching assistant directed session per week.

Groups who are working independently during this time are given purposeful reading activities to support wider reading skills. These are used to further aid teacher assessment of all the reading strands.

We work on a three weeks on, one week off rota. This means that during this 'week off' we dedicate time for teachers to listen to individual readers to assess fluency to ensure appropriate texts are being selected. For children who at risk of falling behind extra provision will be put in place to ensure that there is early intervention. This intervention may vary depending on the needs of the child (e.g. regular reading with an adult, precision grids, specific phonics boosters, extra reading comprehension sessions).

Reading Strands

At Flitch Green we take a skills-based approach to learning across our whole curriculum, including reading. This means that children are guided through ways of developing specific reading skills before working independently to apply the new skill that they have acquired.

We have grouped these reading skills into six different strands:

<p>RETRIEVE: Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.</p>	<p>INTERPRET Deduce, infer or interpret information, events or ideas from text.</p>	<p>CHOICE: Use a variety of strategies to find information in both fiction and nonfiction texts.</p>	<p>VIEWPOINT Identify and comment on the writer's purposes and viewpoints and the overall effect of the text on the reader.</p>	<p>REVIEW: Discuss books read independently and as a group, justifying their views.</p>	<p>PERFORM: Show understanding through intonation, tone, volume and action when performing poems and playscripts</p>
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Each half term, guided reading sessions will focus on a specific strand of reading and this will rotate as we move through the year.

The sessions will not necessarily involve listening to all children read individually. It can also include discussion of issues, responses, ideas and opinions that lead and extend pupils through careful questioning, structured activities and reference to texts.

Reading Schemes

At Fritch Green we use both 'Collins Big Cat' and 'Rigby Star' reading schemes to support children's decoding and fluency throughout the school. These books are carefully matched by teachers to complement the phonics they have been learning in class. Book band levels progress all the way up to 'Diamond', which is aimed at Year 6; there is no requirement for children to work through all of these bands but it might be felt by the child's teacher that this is appropriate to develop fluency and comprehension skills. Once a child has mastered fluent reading **and** is showing a good level of comprehension, they will be awarded 'free reader' status, meaning they are allowed to choose their own reading books either from the school's bookshelves or from home. This is assessed monthly to ensure children are still choosing appropriate texts from a range of authors and genres.

Our English lessons and guided reading sessions are also supported by texts from Pie Corbett's reading spine. This ensures high quality text types are being shared and discussed with children on a regular basis.

Reading Assessment:

Children are assessed against the objectives for each strand of reading at the end of the relevant guided reading session using assessment grids. This is then used as a planning and diagnostic tool to support pupils in achieving their next steps.

Support at Home:

All children should be reading on a daily basis at home and, as per our home-school agreement, we do ask that all children read with an adult at home **at least three times weekly** and that this is recorded in their reading diary. To support your child with their reading at home, each class blog has a reading list displayed; please refer to this if you would like some more support in choosing appropriate texts to share with your child. For more able readers in Years 5 and 6, we also have an 'advanced reading list' to support, extend and challenge.