

READING

READING IN SCHOOL

PHONICS

Phonics takes place regularly each day during the week in EYFS and Year 1 and is set out clearly in the class timetables.

There is an expectation that children who have passed the Phonic Screener in Year 1 will move onto Grammar and Spelling work in Year 2. The children who still need input will join Year 1 groups.

The school follows the Read Write Inc Scheme.

Speed Sounds Set 1

Say

Read

Speed sounds

Write

Speed write

Fred talk

Word time

Speed Sounds Set 2

Say

Read

Fred talk for reading

Spell with Fred fingers

Write

Speed sounds

Speed Sounds Set 3

Say the sound, say the grapheme

Fred talk for reading

Fred fingers for spelling

Write

Speed sounds

Storybooks and Writing Books sets Red to Grey

Book Bag Books sets Red to Grey

There are a variety of Phonics activities available in the EYFS and Year 1 classes.

GUIDED READING

Guided Reading takes place weekly.

Teaching assistants will enable Guided Reading in each class. In Years 2 and 3 the school will aim to have a team of adults who will work with all the groups simultaneously, where possible, and in Year 4,5 and 6 groups will need to go out individually with support staff.

Teachers need to ensure that Guided Reading materials are available from the beginning of each week, as it cannot be guaranteed when the support will be available.

The School has the Rigby Star Guided Reading Scheme for children who are still developing their reading up to a Year 4, and then sets of real books. Sets of books are located in the Infant and Lower Junior Classes. It is expected that teachers will source the correct level books from different classrooms.

The Teacher Books and Scheme books provide Learning Intentions, but children also need to meet the requirements of the Assessment Document for Years 2, and the KPI's for other year groups.

Children and Groups who progress quickly must not be made to finish all books on a particular level.

STORY TIME

It is an expectation that each teacher should read a class story, mainly at the end of the day.

At least 3 substantial books, or many smaller ones, should be read to the class each year.

Teachers may wish this book to form part of their Reading Area display.

READING AREAS

Each class should have a clearly defined reading area in which books are treasured – it should be a place where children are eager to look at books.

It is an expectation that each reading area has a related display and that this is updated throughout the year.

THE POWER OF READING

There is an expectation that writing is based on key texts throughout the year. Many, although not all of these texts, come from the CLPE Power of Reading teaching sequences. Key texts include

YEAR 1

Traditional Fairy Tales such as Little Red Riding hood

Handa's surprise by Eileen Browne

The Tunnel by Anthony Browne

YEAR 2

Traditional Folk Tales such as The Three Billy Goats Gruff

The Gruffalo by Julia Donaldson

Into the Woods by Anthony Browne

Katie Morag by Mairi Hedderwick

YEAR 3

Tales of Wisdom and Wonder by Hugh Lupton

Noah Barleywater runs away by John Boyne

FLOOD by Alvaro F. Villa

YEAR 4

The Miraculous Journey of Edward Tulane by Kate DiCamillo

Varjak Paw by SF Said

Jemmy Button by Barzelay, Vidali and Uman

YEAR 5 and 6

The Hound of the Baskervilles for children by Henry Brook

Streetchild by Berlie Doherty

The Arrival by Shaun Tan

Midnight Fox by Betsy Byars

The Highwayman by Alfred Noyes

Shackleton's Journey by William Grill

There's a boy in the girls' bathroom by Louis Sachar

The Island by Armin Greder

READING AT HOME

There is an expectation that teachers will hear children read. This should happen in the after lunch reading time

There is an expectation that on most weeks the children will take home up to four books in the Infants and up to 2 books in the juniors

There are different letters to explain this to parents for

Infants readers

New independent readers, probably in Year 2 and Year 3

Independent readers, probably in the juniors

The School uses Oxford Reading Tree as the main scheme, with a wide variety of Fiction and Non-fiction in each class library.

READING RECORDS

There is an expectation that all books that the children take home will be recorded in the Reading Record Book.

There is an expectation that the Reading Record will be checked weekly with a comment

There is an expectation that teachers send home a letter to explain to parents about the filling in the reading record.

There are different letters to explain this to parents for

Infants readers

New independent readers, probably in Year 2 and Year 3

Independent readers, probably in the juniors

Books should be changed weekly, on a set day, and a record kept in class.

BOOK PASSPORTS

Book Passports are an aid to choosing high quality books children will have a Book Passport attached to the last page of their Reading Record.

There is a separate PDF that includes a printable list of Book Passport books for each year.