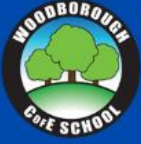


Woodborough CE Primary School



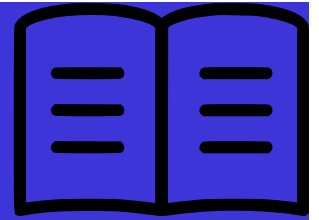
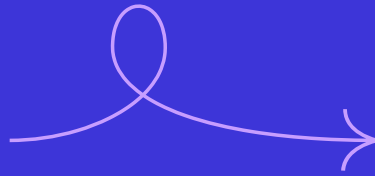
Reading Strategy



Foundations for Phonics

Children join Woodborough from a diverse range of settings with a varied experience of Phase 1 phonics. In the first few weeks of Reception, alongside our explicit phonics teaching, we continue to develop an awareness of sound, through activities that develop focused listening and attention, including oral blending. We continue to teach oral blending until the end of Year One.

Decoding



Phonics – Phase 2

Phonics lessons are taught daily to children in EYFS and Key Stage 1. Teaching of the first grapheme-phoneme correspondences, following the Little Wandle programme begins from a child's first full day in Reception. By Christmas, our children will be able to say a sound for each of the phase 2 graphemes (as taught in Little Wandle) and be able to orally blend, read and write CVC words. Children will also take home a fully decodable reading book which matches their phonic knowledge. Every term, we assess the children's knowledge of the graphemes taught using the Little Wandle assessment programme, this enables us to identify children who may need additional support.

Phonics – Phase 3

During the Spring Term, our Reception children will learn Phase 3 grapheme-phoneme correspondences. The children will begin to learn digraphs- a grapheme using two letters to represent one phoneme (*two letters, one sound*) and trigraphs - a grapheme using three letters to represent one phoneme (*three letters, one sound*). The children will also learn how to read longer words.

Phonics – Phase 4

In the summer term, no new graphemes are taught to our Reception children. The children will learn to apply their phonic knowledge to read longer words using the chunking method, including words containing adjacent consonants and long vowel sounds.

Phonics – Phase 5

In the first 3 weeks of the Autumn term our Year 1 children review and revise GPCs and words taught in Reception, in order to move this knowledge into their long-term memory. In the second part of the Autumn term our children begin to develop their understanding of alternative graphemes and 'grow the code'. Children continue to apply their phonic knowledge to longer and more complex words, in preparation for the statutory Phonics Screening Check at the end of Year One.

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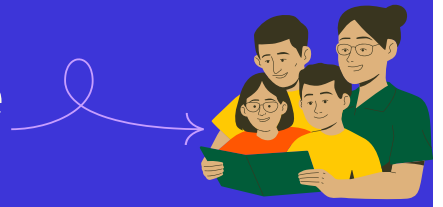
Reading Skills in KS1

Children in EYFS and Key Stage 1 practise independent reading with fully decodable books that are matched to their secure phonic knowledge. This will enable them to use the GPCs they know to decode the words and, with practice, develop fluency when reading. Children in EYFS and Year One read at least twice a week in a reading practice session. Parents have access to training led by our Reading leaders and are able to access the Little Wandle website. Once the children move into Year 2, they begin Whole Class Reading teaching which supports the development of prosody, fluency, accuracy and automaticity. By the end of Year One we expect our children to be fluent readers.

Reading skills in KS2

By the end of Year One, we expect our children to be fluent readers. Any children who are identified as working below this expectation receive a targeted programme of support which may include phonic intervention or daily reading. Our targeted whole class reading sessions encourage children to develop reading skills by answering a range of specific questions, this supports their learning across the curriculum as well as meeting the requirements of the end of Key Stage 2 requirements. The acquisition of prosody is supported by explicit modelling when reading aloud. Additionally we encourage our children to form their own opinions around a wide range of texts.

Reading for Pleasure



From Year 2, children take part in daily whole-class reading sessions. The focus here is on vocabulary development, the development of specific reading skills and immersion in a wide range of texts. These lessons use class novels as a stimulus for deeper thinking and link a range of fiction, non-fiction, picture books, poems, songs and plays in order to further develop contextual knowledge and understanding.

Class Novel

Every day, every single child in our school is read to for 15 minutes. Engaging class novels are selected from our School Reading Spine which includes a range of high-quality, age-related

text types covering: archaic language, non-linear sequences, narratively complex, figurative texts, resistant texts and diversity. Teachers may also share texts which they would like to recommend to their class based upon the cohort's interests. This allocated story time creates endless opportunities for book talk; allows children to discuss and explore books by the same or similar authors and provides the chance for the class to go on a literary journey together.

Poetry and Nursery Rhyme Spine

Our Poetry Spine has been developed to allow children to experience poetry from a wide variety of poets from traditional to modern. Each class shares at least a poem a week in a range of ways such as performance, illustrations, exploring language and meaning. EYFS and Year 1 learn a poem, nursery rhyme or song each day to reinforce language patterns, repetition, rhythm and sounds.

Book Talk

Children from all classes have the opportunity to discuss books in our weekly 'Let's Talk Books' sessions. Here the teacher poses a question a week about books which the children explore and display in their book areas. Daily reading for pleasure allows children to immerse themselves in a variety of high-quality non-fiction texts, newspapers, comics, magazines and poetry books. During this time, children are given opportunities for 'book chat' and the sharing of recommendations. Supported by our Reading Spines, our staff possess a wealth of knowledge of children's literature and are able to make recommendations based on their knowledge of each child's preferred texts. Each class has a recommendation area, in which children share reviews of their favourite books with their peers.

Reading at home

Parent workshops emphasise the importance of re-reading decodable phonics books to parents and provide advice on supporting decoding skills at home. Throughout the whole school children are encouraged to read daily at home. In EYFS and KS1 children take home a fully decodable reading book and a sharing book. Each week in EYFS and KS1, a 'Reader of the Week' is chosen from each class, reflecting the effort put into reading at home. Children are then entered into a draw to take a book home to read with hot chocolate. In KS2, children who have read regularly are entered into a draw to select a book to keep from the Book Vending Machine which is stocked with highly anticipated new releases. Our research shows that children who read daily develop reading fluency at a more rapid rate and become more confident, eloquent writers. We aspire to do this for all our children.

Book spaces

Each classroom in our school has a designated book area offering a vast array of high-quality texts. From carrying out a pupil voice exercise, children explained they would like a wider range of non-fiction texts, comics, magazines and annuals. Following this, comic and magazine subscriptions were established and an array of up-to-date non-fiction texts have been selected for class book areas which link to foundation subjects. Within classrooms, book displays are a permanent feature, promoting specific authors or developing understanding of class novels. All books which have been read together as a class are displayed to allow children to make connections, compare and contrast throughout the year.

Book events

Planned events support a thorough enjoyment of reading for all our pupils. Workshops from authors and illustrators such as Sophie Kirtley and Catherine Raynor make texts come alive for our children and provide the opportunities to ask questions. The school takes part in organised local literature events where children are able to experience inspirational author talks, competitions and workshops. We also celebrate our love of reading during Book Week, where children enjoy a plethora of activities based on themes such as Shakespeare, wordless picture books and twisted traditional tales.

Community Reading

When children reach Year 6, they have the opportunity to apply for the role of Reader Leader. These children are passionate about reading and books; promote a love of reading and keep up to date with new releases. They write a termly reading newsletter which recommends books for all year groups. All staff in school see themselves as readers and share their recommendations with the children in their classes through the 'currently reading' posters displayed in each classroom. We are very fortunate to have numerous reading volunteers from the community (parents, Governors, local residents) who come in to hear children read as part of our daily reading programme.

Comprehension



Retrieve

In EYFS and Key Stage 1 this begins with finding information in pictures and simple texts which they listen to and respond to orally. In Key Stage 2 children learn to identify key details in a variety of texts in order to become quicker at finding key information and answering questions from a range of fiction and non-fiction texts. For example, who had...? Who is ...? Or who did? What can you learn from this section?

Predict

Through sharing books daily in EYFS children are encouraged to join with repetitive refrains from familiar stories, rhymes and songs. They will predict what they think will happen based on pictures and the stories they hear. As they progress through Key Stage One our reading curriculum encourages them to make predictions based on what they have heard or read so far. This develops throughout Key Stage 2, with children becoming more confident at predicting from details given or implied. For example, what does this paragraph suggest will happen next?

Vocabulary

Vocabulary acquisition is a thread that runs throughout the whole curriculum. From EYFS children are encouraged to use the language they hear in stories and explore the meanings of new words in context. In Key Stage 2 children explore and explain the meaning of words in context through whole class reading sessions, reading for pleasure and targeted reading sessions. Children use the skill of decoding to read unfamiliar words and are encouraged to

discuss meanings using dictionaries where appropriate. For example, find one word in the text which means ...? Which word suggests that ...?

Inference

Our reading curriculum provides daily opportunities for children to make oral and written inferences from the texts they read and listen to. This begins with children being encouraged to use characters, actions and words to infer information about them. As children move through Key Stage 2 they are expected to make and justify inferences using evidence from the text to support their answers. For example, what impression of do you get from these paragraphs?

Explain

EYFS children are encouraged to develop their own thoughts and opinions around texts and in Key Stage 1, children begin to explain their preferences in more detail. Throughout Key Stage 2, children are taught how meanings are enhanced through the author's choice of language and content and how themes are developed across the text. For example, why is the text arranged in this way? How does the author engage the reader here?

Sequence

The language of sequencing is developed in early reading. Children use words such as first, next, finally and are encouraged to sequence events, stories and instructions. This is supported by decodable phonics books which encourage sequencing during story telling. Through Key Stage 1 children develop the skill of placing events in chronological order. In Key Stage 2 children use this skill to read and understand more complex chronological texts. For example, what happened after?

Summarise

Children in EYFS and Key Stage 1 are encouraged to discuss the key themes or events after reading or hearing a text. In Key Stage 2, children are explicitly taught how to summarise main ideas or events, this is done verbally and in written paragraphs. For example, Can you summarise the opening of the story?