



Anns Grove Primary School Reading Approach 2023

Aims

At Anns Grove we believe that reading is one of the most important skills we teach our children. We want them to learn to read quickly and effectively so that they can access learning in all areas of the curriculum. To support this we have an emphasis on early reading and phonics from nursery and into Key Stage 1. Alongside the important skill of decoding we teach children how to comprehend and understand what they are reading. We aim for all children to have strong word recognition skills and strong language comprehension skills. Our expectation is that all children will be fluent readers by the end of Key Stage 1. We are determined that every pupil will learn to read at Anns Grove and we aim for everyone to develop a life-long love of reading.

Early reading

We teach children how to decode using a single systematic synthetic phonics programme called **Read Write Inc.** Fidelity to one scheme ensures that the teaching of reading in our school is consistent, effective and that irregular words are fully learnt. All staff, Key stage 1 and Key stage 2 have been trained to teach phonics. In Early years and Key Stage 1 all teachers and teaching assistants are experts in the teaching of phonics and receive regular training and development.

In Early Years there is a focus on supporting children to acquire a wide vocabulary, secure a knowledge of phonics and communicate effectively. By the end of Reception most children will read words and simple sentences accurately. Children are taught phonics in highly differentiated groupings so that the content of phonics lessons closely matches the ability of children in the group. Assessment is used frequently (at least every half term) to diagnose anything that may be hindering progress in reading and so that children can move between groups flexibly according to ability. Where children fall behind targeted support is put in place including groups known as 'hot spots' to help them keep up or catch up quickly.

Reading books are consistent with each child's developing phonic knowledge and are taken home daily. This means that children can practice their reading outside of the school day using a fully decodable text (Read Write Inc book) so that they experience success and they can become fluent in reading. Children also take home a second reading book that is accurately matched to their phonic ability. They also choose another book that they can read for pleasure by themselves or with a grown up from the school's library or their classroom library. This might be a favourite book, one of the 100 books to read in their year group or be of particular interest to them. This ensures children develop strong decoding skills and fluency alongside enjoyment for reading.

Parents are invited to attend workshops explaining how we teach reading at Anns Grove and how they can support their child at home. Every pupil has a reading record to record the books they read and this is checked by school staff.

Reading in Key Stage 2

In Key Stage 2 some children in Year 3 may continue to access the Read Write Inc groups in Key Stage 1 for a short time. Pupils who have not yet successfully completed the Read Write Inc programme will take part in 'hot spots' and catch up sessions with staff trained in delivering Read Write Inc.

Reading books are colour coded according to reading ability level and children select a reading book matched to their reading level. Assessment takes place half termly so that pupils can move through the reading scheme according to the pupil's ability, eventually becoming a 'free reader'

Assessments may include Read Write Inc, PM Benchmarking and comprehension tasks. Children are expected to read at home daily and can also select a reading book of their own choice from the school library or from their classroom library shelves. Every pupil has a reading record to record the books they read and this is checked by school staff.

Reciprocal Reading

Reading skills are taught systematically and daily across Key Stage 2 in reciprocal reading sessions. These are lessons in which pupils engage with small extracts from high quality texts using a variety of techniques and strategies. Reading in these sessions will involve; the teacher reading, children reading with a partner, personal reading and children reading to the class. The text is closely examined and children are asked to summarise, clarify and predict to extract meaning and authors intent. Skillful questioning is used by teachers to ensure pupils can understand vocabulary and infer meaning. Care is taken to select texts for reciprocal reading that children wouldn't always be familiar with and that present a range of vocabulary. This ensures children access the cultural capital benefits from a wide range of reading materials and texts.

Resources for reading

Early Years classrooms have a selection of core books that children become familiar with over the year. These are read aloud to children and they can select them to re-read for themselves. The Pie Corbett teaching method using actions helps pupils to develop story vocabulary and supports children to re-tell well known stories. Children take home 'tricky word' boxes to consolidate and develop fluency. 'Helicopter stories', a technique to support story vocabulary using drama is integral to supporting early readers in the Early Years. Books are shared in story sessions daily with groups and the whole class. Reading is incorporated into continuous provision to create a language rich environment.

Key Stage 1 have a resource of 100 books to read in Year 1 and Year 2. Children are able to select a book of their choice. There is also a set of core books used during story times for children to become familiar with. Children who have completed the Read Write Inc programme choose reading books from a colour banded selection closely matched to their reading ability. Fluency is an important component of reading and this is still taught and practiced for children who have completed the programme. Comprehension activities take place often in English lessons and linked to specific subject areas.

Key Stage 2 have a resource of 100 books to read in each year group and children are encouraged and motivated to read them and recommend to others. Some year groups study a novel and texts are shared daily in reciprocal reading. Comprehension activities take place often in English lessons and linked to specific subject areas.

All children are encouraged to read every day at home with an adult. Reading is recognised in praise assemblies and in Key Stage 1 and lower Key stage 2 where they receive a bronze, silver, gold, platinum, ruby and diamond award. The school takes part in World Book day.

Assessment of reading at Anns Grove

Teachers keep detailed records of each child's reading group, book band and current level of ability in reading. Reading assessments are ongoing and children will move swiftly to the next book band or phonics group if they are able to. All children will be assessed in reading at least every half term.



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EYFS: Read Write Inc phonic assessments half termly and re-grouping
1:1 tuition (intervention and assessment)
Comprehension questions in story time and in provision

Key Stage 1: Read Write Inc phonic assessments half termly and re-grouping
Formative testing – Year 2 SATs booklets, Rising Stars, PIRA assessments
Hot spots intervention and assessment
Listening to readers daily, weekly or half termly depending on level of need
Reading comprehension tasks in other subjects

Key Stage 2: PM Benchmarking kit for fluency and comprehension where appropriate – Half termly
Marking and feedback of reciprocal reading – Daily
Reciprocal reading comprehension – weekly
Formative testing rising stars, SATs booklets - half termly/Termly
Listening to readers daily, weekly or half termly depending on level of need
Reading comprehension tasks in other subjects