Information about Reading for parents and other stakeholders

Reading is a subject we value very highly at Tankersley St Peters. We are tenacious in ensuring every child can read fluently by the time they enter KS2.

Early Reading
For children learning to read: Reception, Year 1+

Intent

Children learn to read following the Simple View of Reading: we teach both word-reading and language comprehension.

Word reading

Children learn a simple alphabetic code followed later by a more complex code. All reading books progress cumulatively, matched to the sounds children know.

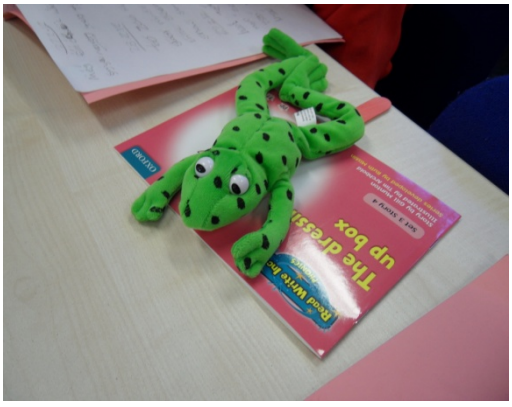
Language comprehension

We help children to enjoy stories and poems from the minute they come into school. We know and love the books we read aloud, so children will want to hear the same story again and again. We use similar emphases and intonation on each reading, so children can join in the retelling.

Our picture books are for *all* children, whether they can read or not:

- for those who are still learning to read, we help them retell the story.
- for children who are able to read, we encourage them to re-read the story.

Implementation



Word Reading

1. Children need to practise what they can already read. Therefore, at the end of the week they bring home the book that they have been practising during their RWI lessons. It is therefore expected that they should be able to read this story very well and it is being sent home to show parents how well they can read it. The book will contain the sounds that the children have been learning. Children enjoy re-reading stories they know well. It improves not only their fluency but also their self-esteem.

2. In order to reinforce the children's classroom learning we also send home a second book, which is called a 'Book Bag Book'. These books correspond to the classroom Storybooks. Thus, they reinforce children's classroom learning of phonics, helping them to make even faster progress in reading.

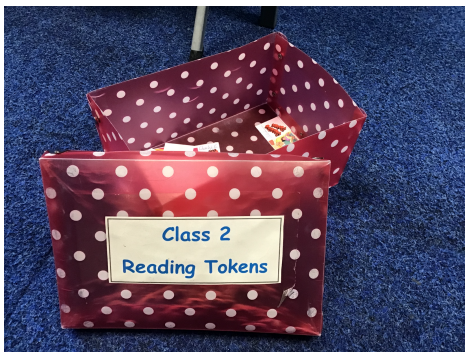
Language Comprehension

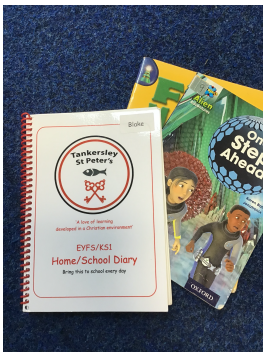
1. We decide the books that are enjoyable to read *to* children. We select:
- stories that elicit a response: curiosity, anger, excitement, enjoyment, amusement
- non-fiction either connected with something we're teaching or something children might already be interested in.

2. We discuss our favourite children's books as a team and make sure we have read the book ourselves before reading it to the children. We share our excitement for children's books.

3. We set up a reading area in each classroom. We:
- create a 'termly/half termly display' of themed books – by author or theme
- set up a table top display of 'our story chest'.
- display books outward-facing on shelves.
- organise familiar books in a central library for children to select and take home.

4. We read stories to children with love, confidence and enjoyment, every day. At the end of the school day there is a dedicated story time and all children are read to by their class teacher after afternoon break. Each class has a designated story chest which contains specifically chosen quality texts.





5. We organise parent workshops to advise parents on how to support their children at home.

6. We encourage parents to read with their children as frequently as possible and record their comments in the home/school reading diary. The children receive a reading token if it is evidenced in their records that they have read three or more times at home. This can also include reading a book from home. The tokens are placed into a weekly prize draw.

7. We actively encourage parents to read with their child, as it has a significant impact on their learning and progress. We advise parents to spend time talking about the text and practising their comprehension skills through asking questions as it is very important that the children have a good understanding of what they have read.

Impact

Word reading

We aim for Read Write Inc. phonics to be redundant by the end of Year 1/ early Year 2.

Language comprehension

Teachers

- know the importance of reading stories to their children every day
- know how to engage children in stories when reading aloud.

Parents

- know the importance of reading stories to their children at home
- know how to read stories to their children
- read with their children most evenings.

Children

- enjoy listening to stories and poems
- can join in with many stories and poems
- learn new vocabulary

We avoid the barriers to progress and enjoyment

Word reading

We don't use books that:

- use 'Look and say' sight recognition
- use repetitive structures and picture guessing e.g. I can see a kangaroo, I can see an elephant, I can see a giraffe...
- rely on guessing by picture and context
- promote key graphemes, but include other words with sounds children haven't been taught
- promote phonics, but don't match to the sounds children know.

Language comprehension

We don't read aloud:

- early picture books for toddlers
- books we don't know and love
- books that aren't engaging
- books that are poorly written
- books from inappropriate reading schemes

We don't

- display too many books at once
- let children take home unfamiliar books

For readers in Year 1 to 6

Intent

To persuade children who can read, to read widely and often for themselves.
To ensure children have access to the best books available, written by authors for children to read and enjoy. Books that will encourage children to:

- feel something: curiosity, anger, anxiety, excitement, amusement
- seek something: pleasure, challenge, fulfilment, comfort, escape.
- learn something new, either connected with something we're teaching or something they might already be interested in.

Implementation

Y1 / Y2

1. Children are placed in ability groups for reciprocal reading and read a wide range of reading books. Children read individually in dedicated reading sessions where teachers and TAs lead a focus group whilst other children carry out reading workshop activities, one of which is reading for pleasure.

KS2

2. Children are placed in mixed ability pairs and read a wide range of texts and extracts. The key focus for three lessons per week is deepening comprehension skills and one session per week is reading for pleasure.

3. We use the Canine Pals to teach the reading content domains across school. We relate retrieval questions to the RWI strategy of 'Fastest finger' and inference to 'Have a think'.

4. We organise reading books in a central storage area in broad age-ranges:

5. We set up a reading area in each classroom. We:
- create a 'termly display' of themed books – by author or theme
- invite children to set up a table top display of their favourite books
- display books outward-facing on shelves
- set up a table top display of 'our story chest'.

6. We discuss our favourite children's books as a staff team and make sure we have read the book ourselves before reading it to the children. We share our excitement for children's books.

7. At the end of the school day there is a dedicated story time and all children are read to by their class teacher after afternoon break. Each class has a designated story chest which contains specifically chosen quality texts. We read aloud books every day with confidence and enjoyment, including fiction and non-fiction. We:
- read our favourite stories and poems to our own classes
- invite parents and visitors to talk about their favourite books.

8. We set up Reading Ambassadors and Librarians. We:
- ask children to make recommendations: make simple posters to advertise a new book by a favourite author.

- display the most popular books in the library areas.
- display resources made by pupils, e.g. story sacks / Book in a box in the library areas.
- hold an annual reading corner competition to raise the profile of reading and encourage pupils to be involved with creating an environment which enhances reading.

9. We constantly promote reading. Each week a prize draw is carried out in our sparkle and shine assembly, the names of children who have read 3 or more times at home are entered. Each year we also celebrate National Children's Book Week, during this designated day/week children participate in various exciting activities which are all aimed to promote a love of reading.

Impact

Teachers

- know the importance of reading stories/ poems/ powerful extracts to their children every day
- know how to engage children in stories when reading aloud.

Parents

- know the importance of their children reading at home
- continue to read stories to their children most evenings

Children

- choose to read most evenings at home
- talk about the books they've enjoy reading
- enjoy listening to stories and poems
- know many poems/ rhymes by heart.

Assessment and targeted support

Children on the Read Write Inc. scheme are screened every 6 to 8 weeks. Their progress is analysed and they are placed in the group which matches their correct level for their phonic and reading ability. Children who are not on track to be ARE are given daily 1:1 support from staff as well as a specifically employed phonics leader. After screening a letter is sent home to parents of children who need targeting, identifying the gaps in their phonic knowledge.

Children in KS2 who are experiencing difficulties with reading and are falling below ARE have 1:1 targeted catch up reading with a specifically employed member of staff.

Children are aware of targets as in KS1 and KS2, age appropriate pupil friendly targets on a jigsaw sheet, and are inside the children's home/school reading record. Children and parents can annotate when they feel that they have achieved a target. The pupil friendly targets are taken from the National Curriculum objectives for reading.

In KS1 and KS2 children complete termly formal reading assessments (Corner Stones & Past SAT'S papers), the results of which are analysed.