



Reading at Chesterton Primary School

Developing a love of reading is our intent if we are to develop our children into competent and confident learners across the wider curriculum. Reading aloud to children is a priority alongside giving children a wide range of opportunities to access reading in a variety of ways: whole class reading, group and guided reading, independent reading and story time. We have created a reading rich environment to offer our children choices of books that are engaging and support life-long reading habits.

Key Elements of Effective Practice

- ✓ Daily
- ✓ Timetabled and planned
- ✓ Books used are age-appropriate but beyond the children's own reading ability
- ✓ Books are selected to extended children's range and interest (variety over time)
- ✓ Books selected for quality and ability to engage
- ✓ Children are involved in selection (within parameters)
- ✓ Teachers' readings are energetic and enthusiastic; they bring books alive
- ✓ Books are extensively discussed and enthusiasms shared

A reading culture is established throughout the school

- ✓ Teachers are encouraged to grow their knowledge of children's literature, so they can enthuse children and parents and choose from a wide range of high-quality children's authors, illustrators and poets
- ✓ Books have a strong presence; reading is given a high profile
- ✓ Children are encouraged to share book enthusiasms
- ✓ Children are allowed to read whatever they enjoy, but also gently encouraged to widen their range of enjoyment
- ✓ Reading clubs support reading for pleasure
- ✓ Local library/ librarian(s) are effectively used as a resource

Children are not forced to read books they don't like

A wide range of high-quality books are available

- ✓ For reading to children whilst decoding ability is developing; for independent reading once fluency is established
- ✓ Class and/school libraries are well stocked
- ✓ Books and their presentation are enticing
- ✓ Available books are changed regularly
- ✓ Teachers 'introduce' new books on a regular basis
- ✓ Stocks are regularly audited for diversity, inclusion, equality, range, quality and 'freshness'

'Books are grouped ' broadly with free readers to support choices within a range: the only limitations for fluent readers are based on broad 'age-appropriateness'

Early reading

We teach children how to decode using a single systematic synthetic phonics programme called **Jolly Phonics**. 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 Lower 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 share 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 small groups so that the content of phonics lessons closely matches the ability of children in the group. Assessment is used frequently 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 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 (Jolly Phonics book) so that they experience success in reading. Children also take home a second reading book that is banded according to their reading ability. They also select for themselves from the school's library or their classroom library.

Reading in Key Stage 2

In Key Stage 2 some children in Year 3 and 4 may continue to access Jolly Phonics in intervention groups for a short time. Children who have not yet successfully completed the Jolly Phonics programme will take part in catch up sessions and interventions to support development.

Individual Reading

We encourage children to choose their own library books but there is guidance through the book banding colours to support choices and accessibility. We would challenge a child whose free reading choice were too simplistic/not challenging enough. As the children progress through school, their reading choices will become more free-reading based.

By Year 3, depending on age and maturity, we expect the majority of children to be reading a free reading book (alongside a guided reading book: banded if this is needed.) Our aim is for children to engage in 'real' reading of books that they enjoy, engage with and bring out a love of reading.

Reading Expectation

Every child in KS1 should be read 1-1: minimum of twice a week.

The bottom 20% in Year 1 & 2 need to be read with daily.

Every child in KS2 should be read with 1-1 minimum of once a week.

The bottom 20% of each class in KS2 must be read with every day.

Types of Timetabled Reading in School

Reading across the curriculum

At Chesterton Primary we have a text led curriculum so that reading is central to our learning in every subject. Texts are selected to ensure progression through the curriculum and they are chosen to ignite an enthusiasm and passion for reading. Vocabulary is a thread that runs through every subject area,

it is identified and explained using techniques to help children develop a rich and varied language. This means children have a shared text for all abilities and they are able to communicate their views and understanding at different levels. This is also a modelled opportunity for the class to hear the teacher read with expression and fluency to enhance their understanding.

Individual Reading

Every child has access to reading scheme books and school library books. Children begin their journey with fully decodable phonics scheme books (Jolly Phonics) and will move onto different types of reading scheme books including Bug Club/Rigby Star throughout the school depending on their reading needs. The books are mapped alongside sounds to ensure children have a clear progression pathway into independent reading.

Being clear with parents

Informing parents about what our expectations are from early on in school. Give parents information and tips about how best they can support their child with Decodable Books/Early Bands by offering guidance in respect of phonics glossary of terms and phonics mats.

Parents should be aware that their child will have the same reading book three times. Their child will read the same book with a different purpose each time to secure confidence. This will be as follows:

First Read: accuracy

Second Read: Fluency

Third Read: Comprehension

Guided Reading: Whole class/Carousel

Children begin to have structured daily guided reading in Key Stage One. Year 1 and 2 are divided into three guided reading groups – four sessions a week (there is a clear correlation between their phonics phase and guided reading books.) Some whole class reading is also planned where fluency and understanding is beneficial to the whole class.

Key Stage Two classes do a combination of whole class guided reading/ group guided. This flexibility is to ensure that time spent on guided reading is always used productively in those classes.

Daily Reading

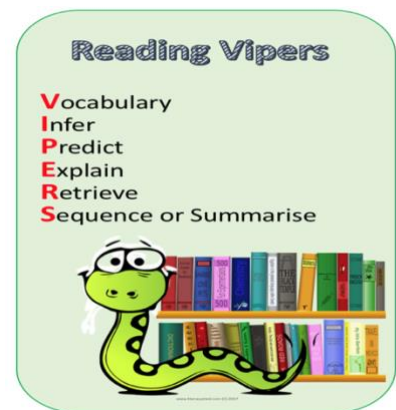
Every day, in every class, the teacher reads a quality text to the children in a 'story time' activity. The session is usually about 15 minutes long and the children listen to a story or read an article. It will be an engaging, quality, challenging age-appropriate text.

One-to-One Reading

Children in KS1 have the opportunity to read with an adult in school at least twice a week and children in KS2 a minimum of once a week. Books are changed and reviewed when the child has read it and it has been signed off. We expect parents of older children to still sign the books, even if they do not read with their child.

Quick View Agreed Procedures

- Whole class and/or guided reading is planned and underpinned with VIPERS focused questions at least four times a week for approximately half-an-hour (these are identified in the reading detailed scheme below)
- Regular independent reading or story time is daily for at least 15 minutes
- Home/School Reading expectation is clear and class teacher continues to work with parents to support this. The expectation is reading four times a week.
- Every child in school is listened to reading one-to-one with an adult depending on class and ability



What does a whole class reading session look like?

Structure of a whole class guided reading session

All of these elements will be included in whole class guided reading across the week and may not be in every session.

Book Introduction

This provides the context for the reading. The teacher will activate children's prior knowledge and/or discuss the main themes of the text, including some prediction of the contents.

Vocabulary Check

The teacher will identify key vocabulary/phoneme focus/high frequency words and there will be clarification of unknown words

Modelled Read

The teacher will model the reading so children can hear and see the vocabulary and expose them to challenging words

Book talk

This identifies the key vocabulary and supports the children in accessing the text

Echo read

The children hear and repeat to support their fluency

Choral Read

All reading together develops fluency and furthers confidence

Partner read

The children read together to each other to reinforce their decoding/tackling unfamiliar words and this builds the development of independent reading

Independent readers

Answering comprehension questions with a focus on a VIPER objective and teaching children how to answer different question types.

Whole Class Storytime Reading

should be a combination of:

- Modelled reading from the teacher and children
- I read – you read approach to developing reading skills
- Children reading

What does Guided Reading look like?

In Whole Class Guided Reading there is a high level of interaction between teacher and pupils. Children are exposed to high-quality texts and discussions; an assortment of reading skills are taught alongside the text which provide the children with skills to comprehend and understand a variety of genres.

The guided reading session is approximately 20-30 minutes and will always comprise of a teacher-led guided activity and will have a clear focused learning objective. Depending on the age and ability of the children, a variety of independent activities will be planned for the children. These activities will be designed to support independence in reading – whether it be on screen or in a book. There is a carousel of activities to support independent learning.

The Guided Reading session will:

Book Introduction or Recap

Provide the context for reading

Strategy Check

Identify key vocabulary

Guided Reading

Support reading strategies

VIPER Questions

The teacher asks questions, promotes discussion and interacts with the children to extend their thinking and develop their responses to text.

Follow Up

An element of the text is used to teach a specific point related to current word or sentence level work. Older children may be given the next section/chapter to read with questions to think about in the next section.