

Shield Row Primary School

READING

How do we teach it?

Reading Skills: Key Stage 1

Word reading
Retrieval
Inference
Language
Sequencing
Predicting

Reading Skills: Key Stage 2

Word reading
Retrieval
Inference
Language
Summarising
Predicting
Comparing
Whole text

As staff, we need an accurate and up-to-date knowledge of our children and how well they can read. We MUST check our children reading.

Teacher led or TA led sessions lead into an independent FOLLOW UP session -T & TA to alternate weeks with groups

Guided reading in years 1-6...

Group	Mon	Tues	Wed	Thurs	Fri
Group A (Reading age)	Pre-Read (T)	Follow Up	Follow Up (T)	Free Read	Unlocking the text session
Group B EXS	Pre-Read (TA)	Follow Up	Follow Up (TA)	Free Read	
Group C EXS	Free Read	Pre-Read (T)	Follow Up	Follow Up (T)	
Group D (SDS)	Free Read	Pre-Read (TA)	Follow Up	Follow Up (TA)	

Each week, using the class novel, each group will have 2 teacher-led sessions and 2 follow up sessions to deepen their understanding of a particular aspect of reading. Where the children are unable to access the class novel independently, banded books linked to their reading age will be used to support their reading session. For our SEND children, please see SEND guide in line with our SEND policy.



Unlocking the text (Y2-6) Every Friday will be an 'unlock the text' session. This is an opportunity to prepare the children's minds to get ready to interact with the text. Rather than dive in cold, we get the children reading for reading with a warm mind. This session is to build the children's knowledge and experiences to allow them to deepen their understanding and grasp concepts from the book. It is time to pull out and discuss any specific/topical vocabulary, with opportunities to investigate any difficult phrases. We use this session as a strategy to promote comprehension and activate prior knowledge too.

Don't forget...

Pre-reading will be done in a teacher/TA-led group. The children must have a clear focus whilst reading. In turn, the adult will listen to the children read, checking fluency, accuracy and confidence. The teacher/TA-led session must be focused around a particular reading skill linked to the assessment focuses. This needs to be modelled and opportunities for questioning and discussions must be given. Children can be provided with a recording grid or planning grid to record their thoughts and ideas, ready to be used in the follow up task. Questions should be pre-planned and recorded on the school's planning template and notes made on any strengths/ areas for development that become clear for certain children. Any children struggling with reading must be identified.

Pre-read and Teacher/TA-led

Follow up task

The children complete the follow-up task, independently, after their teacher/TA-led session. These tasks must be linked to the activity discussed and planned in the teacher/TA-led session and is a written response in the children's Reading Journal. This response can be presented in different ways but needs to show what the children have learnt and be a reflection of the reading skills being developed. Teachers must ensure that at the beginning of the second teacher/TA-led session of the week, children are given time to respond to marking from their first follow up session.

High quality answers take time and planning. Use prompts, word banks, planning sheets and scaffolds to help the children achieve the highest possible quality!

Big Three Friday

In Years 2-6, each reading lesson on a Friday is structured around 'The Big Three' reading skills: RETRIEVAL, LANGUAGE and INFERENCE. They are organised into 2-week cycles. In the first week, lessons are structured to model how to answer the 3 types of questions, TALK through answers and support the children in their independent sections when answering different types of questions. Here, either work will be differentiated, by text level or by the depth of skill the children are working on. Children will access a range of different text types, presented in different ways. In the second week, the children will focus on one of these skills, investigating a picture, a chapter, an extract, a song, a poem or piece of text, getting 'underneath' the text/image.

Challenge...

How we challenge our children in reading...

Facilitate a reciprocal approach to enable 'book talk' to explore themes, character, authors' use of language, etc.

Use an appropriate learning objective

Questioning throughout the teacher-led session

Marking of the follow up activity-children must respond

ERIC time

At 3pm every day, the bell signals the start of 'E.R.I.C' time-Everyone Reading in Class. In Reception the children will listen to stories read by one adult, whilst another adult targets 1:1 reading. In KS1/KS2, across the week, for three sessions the children will listen to stories read by adults. For two sessions per week, the children will read independently and enjoy books from the class reading area. Non-home readers, PP children and children whose reading age is below expected will be targeted at this time for 1:1 reading sessions to ensure all children are heard read each week. In KS2, 2 sessions will be independent reading and 2 sessions will be teacher led.

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What are we teaching?

Reading In Early Years

Reading is a high priority within Early Years and underpins everything we do. This includes making sure topics/themes taught are built around a wide selection of high quality books linked to children's interests. In Nursery, the importance of reading starts, as links are established through the weekly 'Lending Library' where children can choose a book to take home for the week. In Reception, children are taught the technical skills of reading but are also taught how to talk about books through whole class taught sessions and small group work. Reception children have a balance of phonics based, ORT books and 'real' books-Dream Reads- to develop the wide range of reading skills. Reception have access to Bug Club Online where they are able to listen to books as well as read books that are matched to their ability level. We encourage story-telling and invite parents to record themselves reading a story to upload onto Seesaw for us to enjoy as a class. In Reception, we have 'Our Favourite Five'-5 books we read over a half term. For ERIC time, we read one of our Favourite Five books each day.

SCHOOL LIBRARY AND LENDING LIBRARY

Every child has the opportunity to visit the school library. Each class has a timetabled slot each week where children can go, read books, share stories and check out a book. Our amazing junior librarians keep our library looking clean, tidy and organised. Outdoors we have a 'lending library' for children and adults. Everyone is free to add a book they have read and then are able to take a book to read and enjoy, returning it once they are finished.

HOME-SCHOOL READING/BUG CLUB ONLINE

From Year 1-6, children, each week, will take home a book-banded book linked to their reading ability and a free choice book from the library. Children can also access Bug Club Online where there are a range of books linked to their current band. Once children no longer need the book-banded books, they will just take home a free choice book. These books will be changed on a weekly basis. Children are expected to read a **minimum of 3 times per week**, with an adult at home signing off that this has been completed in their child's reading record. Any child not reading at home will be targeted for 1-1 reading sessions through the week in school.

What are we reading?

In each year group, we use our class novel as a vehicle for teaching reading skills. Other texts include...

- ❖ Narrative
- ❖ Non-fiction
- ❖ Traditional tales
- ❖ Poems
- ❖ Contemporary and classic poems
- ❖ Fairy stories
- ❖ Plays
- ❖ Myths
- ❖ Legends
- ❖ Reference
- ❖ Books from other cultures and traditions
- ❖ Fiction from our literary heritage

Each class has a Reading Journey book. At the end of each ERIC time book, we update our reading journey book with our opinions of the book; Would we recommend it? How many stars would we give it? Have we read more books by the same author? We add any other books that we have loved too.

These reading journey books are then passed up with the children each year as a record of what they have read throughout their school journey.

A Love Of Reading!

Every morning the children will have an opportunity to have a 'free reading' session. This allows the children to read and engage with texts of their own choice, either from home, the school library or from the class reading areas.

Let's get children excited about reading books!



READING REWARDS

Children are rewarded for reading at least 3 times per week at home. Every Friday, if their 3 reads have been checked, they will receive a sticker on their reading chart and a raffle ticket for the prize box.

Sticker chart

Sticker charts are displayed in the class and will be updated each week once the 3 reads have been checked. Stickers = prizes:

8 stickers-BRONZE certificate and sticker

16 stickers-SILVER certificate and a bookmark

Completed chart-GOLD certificate and a badge.

Once their reading chart is full, children become 'Super star Readers' and will then be given a sticker chart collection to complete. They also get to pick a book from our Reading Rewards Cabinet!

Raffle tickets

Raffle tickets are given to the children for completing their 3 reads each week. Other raffle tickets can be given if a child (2 tickets) uses the lending library or if their adult uses the lending library (3 tickets). Each term, a raffle ticket will be taken from the box and there will be a 1st, 2nd and 3rd prize...

FIRST PRIZE: A kids kindle

SECOND PRIZE: £20 book voucher

THIRD PRIZE: £10 book voucher

