Reading

26th September 2019
Our ambition for reading...

We want the children to read fluently, have a love of reading and a knowledge of a wide variety of genres.

Our carefully planned approach to reading will ensure children engage with high quality literature and enable them to read a wide variety of texts fluently and comprehend them fully.
Why have we changed?

At Linslade Lower School Results for reading have always been good and remain good.

- 92% of year 1 children passed the phonics check (2019)
- 82% of year 2 children achieved age related expectations with 32% reading at greater depth (2019)
- on average 82% of children are at age related expectations and 49% are reading at greater depth at the end of year 4.

But this does leave us with some challenges:
- ensuring we can challenge children whilst providing age appropriate texts
- having the right texts at all stages of reading
How are we teaching reading?

Reception and key stage 1:
• Children will continue to have a focused phonics session of between 15 and 30 minutes each day (dependent on age). We use ‘letters and sounds’ as the basis for our planning. Teachers include in the weekly newsletter what sounds have been taught.
• We will continue to use our book bands from lilac (wordless books) to lime. This ensures careful progression from reception to the end of year 2.
• The resources at each colour band have changed because some texts were very out dated and no longer matched curriculum expectations or broadened the children’s experience of books.

Key stage 2:
• For most pupils we have dispensed with book bands.
The reading journey ......

Decoding
The ability to blend sounds to read words and recognise some words by sight.

Fluency
The ability to recognise words by sight and read without hesitation whilst taking account of the punctuation.

Comprehension
The ability to answer and discuss questions, inference and opinions about texts.

Analysis
To recognise, compare and contrast the stylistic feature of a range of high quality texts.
Nursery

Children in nursery will have the opportunity to hear and engage with a wide variety of stories, rhymes, poems and songs. This is very important in order to develop good readers in the future. Children at this age enjoy familiar stories, rhymes, poems and songs being repeated again and again.

All nursery children participate in sound discrimination activities, the foundation of phonics. As they prepare to move to the reception class they will be introduced to more formal phonics activities when they are ready.
Reception

Children begin with the wordless books at lilac level. This provides good information about children’s vocabulary, comprehension and story knowledge.

When ready they will progress to red level. In reception we will be using one predominant scheme that closely matches the phonics the children have been learning. This means they can sound out the words in the books and learn ‘tricky words’ in a consistent order. This scheme will be used until the end of green level (year 1*) by which time the children will be able to recognise and read a high number of words by sight i.e no need to sound them out and their fluency will be increasing.

There is no need for children to read every book at a particular level they will be moved on when they are ready.

In reception children will read to an adult individually and take their book home for additional practice. We recommend that children read for up to 10 mins a day.

*some children may go beyond green level in reception
Key stage 1

When they move into year 1 the children will continue on the book band they were on in reception. At orange level* we move away from reliance on one scheme to including a variety of schemes in the book box they choose from. This builds the children’s confidence and their experience of different texts. These books go home in their book bag for reading at home, we recommend 10 minutes a day. From orange level onwards the children will be taught their reading in guided reading groups using ‘real books’ that have been carefully matched to the correct level. This ensures the children experience high quality literature which better develops their comprehension and understanding of the English language.

We assess the children each term using an unseen text, this identifies their strengths and weaknesses and ensures they are assigned the correct level.

Most children will reach the upper end of the book bands by the end of year 2. Some children will have completed lime level in year 2. These children will move to reading ‘greater depth’ readers; longer age appropriate texts that are ‘real books’.

*some children may reach orange level in reception

Note: to match curriculum expectations, the books at the upper levels have more challenge than previously so children may not progress through them as rapidly.
Key stage 2

In key stage 2 children will widen their experience of texts and authors from the range of real books that we use for guided reading. The texts will become more complex and sometimes longer (though this isn’t always an indication of challenge). Now that most children can read fluently there will be much more emphasis on their depth of understanding and ability to infer. As their knowledge of texts increases they will begin to be able to compare and contrast the different books they have read. The teachers will model reading to the children and sometimes a class reader may be used.

In structuring reading in year 3 and 4 we are mindful of the expectations for key stage 2 SATs in year 6.

Children will still bring a book home to practice they will be able to choose this from a range of class readers.

Children will experience reading books that they don’t prefer but this is important in the forming of their opinions and for future stamina.
What if my child struggles?

Throughout their time at school we carefully monitor the children’s reading progress. If children are having a specific difficulty or not making the progress we expect we will use different strategies and support. We will always inform parents and welcome parents discussing any concerns they have with us.

Children may require:

- Phonics intervention
- Additional reading sessions
- A different reading scheme
- A more specialist approach.

For those children who are not yet fluent as they begin key stage 2 they will remain on their current book band but will read books at an age appropriate interest level. They will continue to read real books matched to their level in guided reading and listen to high quality texts in order to develop their comprehension skills. They will have intervention and may use a specialist scheme.
How can I help at home?

• by valuing reading; is there reading material in the home? Do children see adults read? Do you visit the library or book shop?
• reading to your child – babies upwards, including key stage 2. Children can hear more complex stories than they can read. Audio books are useful too.
• by hearing your child read their school book regularly. We recommend 10 mins a day from reception to year 2, this helps to develop the children’s word memory and that will increase fluency. From key stage 2 we recommend a minimum of 15 minutes a day. Some of this they can do by themselves but it is important that you hear them read part of a book and discuss their reading with them.
What more do we need to do at school?

We have been able to adjust our approach to reading and purchase new resources thanks to the large amount of money that was raised by the children and their families in our sponsored reading challenge last year.

We purchased books for all year groups but still require more for key stage 2 and will need to do some more fundraising in the near future.