

Our Road to Reading



Reading is at the heart of everything we do at Shiremoor Primary School. We aim to incorporate high quality texts in as many areas of the school day as possible. You will see reading during:

- Designated Reading for Pleasure sessions
- Reading interventions (both class teacher and teaching assistants)
- Class novel which is read to children daily
- All curriculum subjects—non-fiction texts are used to teach subjects
- English lessons – teachers plan high quality lessons around using carefully selected texts
- Reading lessons which focus on developing fluency and mental models of texts to help children to understand meaning.

Mental Models

In Years 5 and 6, children have a weekly lesson which focuses on supporting children's understanding of a range of different texts by enabling them to develop mental models of what they are reading. Texts are carefully selected in order to facilitate rich discussion and study. Through these texts, children encounter a range of characters, situations and viewpoints that allow them to understand the lives of others. These lessons also have a strong vocabulary focus to further develop understanding.

Reading Plus

In KS2 children use Reading Plus (once they are secure in phonics), which is a web-based programme, that builds upon the foundational skills of phonics and phonemic awareness to develop silent reading speed, comprehension (deeper understanding), and continued engagement and enjoyment of reading for pleasure.

Power of Reading

Each half term, teachers use at least one Power of Reading text (recommended by the Centre for Literacy in Primary Education), have a range of reading for pleasure texts, a planned poetry focus and also provide children with exposure to other books which link to other areas of the curriculum.

How do we encourage reading for pleasure throughout our reading journey?

- Daily reading of class texts
- Weekly Reading for Pleasure sessions which facilitate 'book talk', reading recommendations and a reading community within classes
- Choose vocabulary rich books
- Teachers share a love of reading as a 'reader'
- Read a range of cross-curricular books across foundation subjects
- Visits from authors
- Local visits to the library
- Poem of the Week
- Performance Poetry and the development of oracy skills
- Book vending machine for rewarding reading efforts
- Reading badges and awards to work towards
- Reader Leaders who create competitions and organise reading events
- Develop a love of reading through 'theme' days

As children move into KS2, we assess reading using a range of programmes including:

- RWI assessment to establish any phonics gaps
- Reading Fluency—baseline miscue analysis assessments completed and regularly reviewed by class teachers during daily reading sessions.
- Reading Plus termly assessments

What do we do to make sure children catch up with their peers if they fall behind?

- Daily Reading with class teacher
- Continued focused on RWI where appropriate
- Diagnostic assessment using NTS followed by Shine Intervention

What do we do if children are still behind?

- Speech & Language referral
- Language & Communication referral/referral if completed programme

Fluency Focus

In KS2, children, who are secure in phonics, move on to a more fluency based approach. Children complete baseline assessments and are grouped accordingly. Children read in small groups with class teachers and focus on developing accuracy, automaticity and prosody.

Home reading and Reading for Pleasure

In Key Stage 2, children will read for pleasure by choosing a range of fiction and non-fiction texts which are organised according to a range of genres and subjects. We use the Librosoft system to allow our Reader Leaders to scan in and out books and monitor what children are reading. New books are regularly added to engage readers.

Key Stage 2

Transitioning to KS2

If children still require additional phonics support, they will continue to focus on RWI Grey and supplementary books. Additionally, they will have an extra focus on the spelling part of RWI until they are confident readers.

What do we do to make sure children catch up with their peers if they fall behind?

- Daily phonics intervention
- 'Pinny' time
- 1:2:1 support
- Speech & Language referral
- Language & Communication referral

BLAST intervention

Key Stage 1

Power of Reading

Each half term, teachers are required to use at least one Power of Reading text (recommended by the Centre for Literacy in Primary Education), have a range of reading for pleasure texts, a planned poetry focus and also provide children with exposure to other books which link to other areas of the curriculum.

Systematic phonics using Read Write Inc.

Children learn to read through systematic phonics, learning GPC (Grapheme Phoneme Correspondence), developing skill of blending, sharing high quality texts, developing fluency

Once children can blend, they begin reading **Ditty** books. This progresses on reading more difficult books that they reading school and at home. Children use the RWI books until they have completed Grey reading level.

Pre-School and Nursery

Our children in the Foundation Stage begin their reading journey by exploring and sharing a wide range of books, poems and songs. Initially, they focus on their recognition of initial sounds and their ability to develop rhyme and rhythmic patterns. They are immersed in a wide range of reading experiences to develop a love of books and storytelling.

Early Years