

Our Agreed Approach to Reading



Learning to read and reading to learn

We believe in motivating all of our children to learn to read and to develop a love of reading for pleasure. We achieve this through our rigorous implementation of our Phonics Scheme and the CLPE Power of Reading approach. Our staff are well trained in teaching phonics and early reading. Through regular book shares as part of our CPD, we continually develop our teachers' knowledge of childrens' literature and new books which reflect the realities of our school community.

We understand that children need to

read independently of their own volition

have opportunities for independent reading

have opportunities for reading aloud

teachers need to

Have good knowledge of children's literature

understand the child as a reader

understand the child's reading practices

and everyone needs

Informal book talk, books that tempt the reader, book corners that have current, diverse picture books and lots of social reading environments We fill our days with stories, poetry and rhyme. We aim for a minimum of 5-a-day opportunities for reading across the day

- a poem at the beginning of the day - in Year 1 and 2, we use the fabulous “I am the tree that grew the seed” poetry book. In Reception, the children are exposed to lots of nursery rhymes.
- a special story time at the end of the day
- as well as many opportunities for whole class reading throughout the day.
- The children read instructions, look at books related to their learning, read the day and the date on the board, refer to the class visual timetable, access labelled resources etc and
- read text from the Interactive White Board.

Curriculum Implementation

All staff have a clear and ambitious vision for providing high quality teaching of reading.

- Rigorous, sequential approach to teaching reading
- Reading materials closely matched to children’s phonic knowledge
- Reading attainment - assessed - gaps addressed quickly and effectively
- Sharp focus on phonics knowledge and language comprehension which are necessary to read and give children the skills to communicate - foundations for future learning
- Teacher’s own speaking, listening, writing and reading of English, supports children in developing their language and vocabulary

Phonics

We start teaching phonics in Reception and follow the [*Little Wandle Letters and Sounds Revised progression*](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week’s teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- As each sound is taught, the children begin to segment (sound out) and blend (put the letters together to make words) so they can read and write.
- As soon as a child is taught “s, a, t, p, i n etc, they will learn to segment and blend the letters to read and write the words sat, sit pin, pat, tap tin.
- We follow the [*Little Wandle Letters and Sounds Revised expectations of progress*](#):
- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.

- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.
- We have Daily Keep Up, Further Interventions & Rapid Catch up programmes for children who are at risk of falling behind.

Teaching children to read

- Reading skills are explicitly taught through whole class teaching,
- group reading sessions, shared or 1:1 reading, according to the needs of the child.
- Until children are secure in Phase 5 of the Little Wandle SSP (Systematic Synthetic Phonics) Programme, books are chosen carefully to match each child's phonic and reading ability.
- Instructional texts - children should be able to read with 90% accuracy
- Books taken home - children should be able to read with 95% accuracy -it should be a celebration of everything they have learned/are practising, it should never be a struggle
- We understand the importance of developing the skills of comprehension and prosody as well as the decoding and tricky word reading skills.
- Staff regularly undertake reading CPD (LW How to videos) to improve practice


Reading for pleasure, vocabulary development and building cultural capital

- We use high quality texts to launch writing and use the Power of Reading (CLPE) teaching approach.
- Our Teaching Reading Spine - Big Cat Collins LW Letters & Sounds Revised, builds progressively on children's knowledge of Tier 2 & 3 vocabulary.
- Our Reading for Pleasure Spine - Power of Reading Texts, Bedtime Books (chosen from CLPE's core books) and our Special Books (carefully curated selection of children's books) ensure that children are exposed to the highest quality texts from a range of genres and authors.
- Power of Reading texts - are carefully chosen to launch writing - Year group leads ensure that each text is building on the previous year
- Bedtime Books - books are set up like a mini bookshop and children take home a book to share with their family [☰ Reception Bedtime Stories Inventory](#)
[☰ Year 1 Bedtime Books](#) [☰ Year 2 Bedtime Books](#)
- Special books - each class has a box full of high quality texts which they can pick up and share with the children at any point during the day.
[📖 Just Imagine books - Nicky Gamble.pdf](#)
- Staff take part in book share staff meetings, audits of children's literature knowledge and regular CPD on teaching phonics and reading for pleasure to ensure they have an up to date awareness of new children's literature
- Books are part of our learning environment around the school
- Books on display in the classrooms reflect the learning
- Book corners are a focus area of each classroom - well stocked, with a range of genres, reflecting the reality of the cohort, updated and refreshed regularly
- Our library is used by all the children as a place for reading for pleasure, storytime etc and has been stocked with a diverse range of high quality texts to engage all readers - it is simply organised into fiction, non-fiction and poetry

Real Books For Phonics

We have a good selection of real books to use to support Phonics teaching eg, if you are teaching the digraph "oi", you may like to read "Oi, Frog!" - Robin's Nest

Big Books

We have a good selection of big books to use to support the curriculum .  Big book inventory ¹

We, as teachers, know can have an impact on children's:-

Reading enjoyment

Reading attitude

Reading motivation

Reading confidence and self efficacy

Identity as a reader, so

- We all engage in training around the teaching of reading, including reading around the subject
- We use The Little Wandle CPD “how to” videos - part of year group planning sessions and Reading staff meetings
- We teach reading through Group Reading sessions 3 times a week and daily 1:1 with lower reading experience children
- We are excellent role models for reading

Books in the learning environment

- The book corner is a major focus of the room
- Books are in good condition - wide range of genres - poetry, fiction, non-fiction, narrative fiction, wordless books - displayed in forward facing cases
- Books reflect the cohort in the class - ethnicity, disability etc and challenge gender stereotypes - *this is an ongoing piece of work.*
- Books displayed around provision, reflect the learning in core and foundation subjects ie reading across the curriculum
- Books are easily accessible - including Atlas, Flag books, comics, cook books etc - different reading materials
- Reading displays - book reviews, children's book recommendations, voting for story at the end of the day, top ten favourite books
- Class entrance display or in Book Corner - eg “Squirrel Class have read ...” - photocopies of book covers
- Daily Poetry Book / Nursery Rhyme displayed at the front of the class

Communal Areas

Collective responsibility by all subject leads for

- Big Cat Collins LW L&S Revised fully decodable books - (in corridor (learning to read)
- Lower Bay Book Shelves for fully decodable books (learning to read)
- displaying books linked to learning outside classrooms and in corridors (reading to learn & R for P))
- Group Reading areas
- Real Books for supporting the teaching of phonics - Robin's Nest (reading to learn and reading for pleasure)
- Big Books -arranged by subject

¹ March 2023

- Library - reading for pleasure, a place to read quietly and choose fiction or non fiction books
- ICT Suite - books for reading for pleasure, post Phase 5 reading baskets and books in other languages

Please ensure books are returned to their correct place and, when books are borrowed from displays, please return



Building a reading culture at

CHI

April 2022

You can measure the strength of a school by how hard it fights to protect its reading time against the pressures of the timetable.”

Aidan Chambers - The Reading Environment

[Coombe Hill Infant School Website Reading](#)

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

Increasingly
Strategic

Skilled Reading
Fluent execution and coordination of word recognition and text comprehension.

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Increasingly
Automatic

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 37-120 in S. B. Neuman & D. K. Dickinson (Eds.) Handbook of Early Literacy. NY: Guilford Press.

See below for advice on supporting children with weaker working memory:

General Strategies to Support Weaker Working Memory

- Keep in mind that Working Memory is a limited capacity system. Act to reduce the working memory overload
- Establish clear links with previous learning – new knowledge is built on what is already known
- Emphasise links and patterns – point out the commonalities and encourage generalisation
- Scaffold with concrete aids – maths manipulatives, word banks, writing frames/boxes, sentence starters – don't forget finger awareness!
- Modify the task – use shortened/alternative ways of recording
- Ongoing monitoring – continue to give a simple overview of the bigger picture, repeat the key facts and information
- Break instructions down to shorter chunks, repeat instructions throughout
- Be clear about key vocabulary – make sure it is understood
- Give processing time – and prompts to remain on task
- Develop metacognition – encourage children to understand how they learn and what helps them learn best

Strategies for improving Reading Comprehension

- 1) Pre-empt difficult, confusing, unknown words and phrases and talk about them in simple language
- 2) Use simple literal questions to help children recall and explain what they've read – who is in the story, what happened, where
- 3) Pose wider questions – what would happen if? Why is this true? What happens when? Why is this happening: why do you think?
- 4) Include Inference questions when discussing the text, what can we predict from what we already know?
- 5) Rehearse tricky /longer/ more complex words before reading, discuss vocabulary/word meanings
- 6) Re-Read the text to help develop fluency. Model prosody and re-read for expression
- 7) Be alert to opportunities for vocabulary enrichment and discussion beyond the shared reading experience.
- 8) Teach explicit reading comprehension skills using APE model:

A – Answer it – what is the exact answer to the question you've been asked, remember the answer will be what you have read, don't guess!

P – Prove it – track to find the answer in the text that proves it, what does it say in the text to make your answer true?

E – Explain – Use your own words to explain why your answer is true