

# Booth Wood Primary School



Reading at Booth Wood

Reading is a multi-strategy approach to understanding the written word. It is not simply the decoding of black marks on the page but involves the ability to read with understanding a wide range of different texts, including fiction, non-fiction, real world texts such as labels, captions, lists and environmental print. Competence in reading is the key to independent learning and therefore the teaching of reading is given a high priority by all staff. Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation.

At Booth Wood our classrooms and school areas provide a print rich environment with a range of texts for the children to encounter. There are opportunities for pupils to experience print around them through classroom notices, labels and signs. These are discussed with the children and take a variety of forms such as single words, phrases and complete sentences. All classrooms have a class library of books which are well organised and easily accessible. All adults should be outstanding role models for children in modelling both reading aloud and silent reading. A team approach is crucial to developing a reading culture within the school. Key stage 2 classes have designated class readers. The set of books provide opportunities for the children to read aloud and the teacher to model reading aloud.

#### Aims:

- To enable our children to learn to read fluently through the use of phonological awareness to decode and encode words.
- To encourage our children to be able to read with fluency, accuracy, understanding and enjoyment.
- To help our children become confident, independent readers, through an appropriate focus on word, sentence and text level knowledge.
- To develop enthusiastic and reflective readers through contact with challenging and substantial texts.

#### Ways in which we support this:

##### **Read, Write Inc.**

Here at Booth Wood Primary School, we follow the Read Write Inc. scheme which is a structured phonics-based reading and writing programme by Ruth Miskin.

Throughout the phonics programme, children learn to read accurately and fluently with good comprehension. Children learn the English alphabetic code: the 150+ graphemes that represent 44 speech sounds. They rapidly learn sounds and the letter, or groups of letters, they need to represent them, in three sets of Speed Sounds Lessons. Simple and enjoyable mnemonics help all children to grasp the letter-sound correspondences quickly, especially those who are at risk of making slower progress or those who are new to learning English. This knowledge is taught and consolidated every day. High frequency words that are not phonically regular are taught as 'tricky' words and are practiced frequently.

Lively phonic books are closely matched to children's increasing knowledge of phonics and 'tricky' words so that, early on, they experience plenty of success. Repeated readings of the texts support their increasingly fluent decoding.

Each child is given a phonics book closely matched to the child's assessment, banded book and the choice of a library book to take home.

Lessons are fun and fast paced; all teachers of reading are trained, and regular learning walks take place to ensure teaching is consistent and the way it should be.

All teachers of reading follow the **structured** daily lesson plans provided by the Read, Write, Inc. programme. Our aim is to teach a new sound every day for Set 1, 2-3 sounds per week for Sets 2 and 3. Older children coming to phonics later usually manage to learn a few new sounds every day.

### Lesson structure

Set 1 sounds:

1. Say the sound (letter, digraph and trigraph sounds)
2. Read the sound
3. Review the sounds (taught so far)
4. Write the letter (letter formation)
5. Speed write
6. Fred Talk (oral) (blending sounds into words)

Set 2 and 3 sounds:

1. Say the sound (letter, digraph and trigraph sounds)
2. Read the sound
3. Review the sounds (taught so far)
4. Read the words (blending sounds into words)
5. Review the words (children read words from previous Set 2 lessons)
6. Reading assessment (nonsense words)
7. Spell with Fred Fingers
8. Spell review

### Reading of exception words

Children read storybooks closely matched to their phonics level which are full of exception words, or as our children know them- 'red words'!

### Assessment

We have a rigorous assessment tool that we use to monitor **every child's** progress in phonics.

Children are assessed and grouped according to their phonic knowledge. We use an **Entry Assessment** which helps the teachers to place the children into broad groups for the first 4 weeks. The Entry Assessment is designed so that teachers can identify gaps in children's phonic knowledge and quickly teach them the Speed Sounds they need to know to fill these gaps. This is particularly helpful for older children who have fallen behind. It means that after four weeks, they can be placed in higher groups and therefore complete the programme more quickly. Assessments 1, 2 and 3 (used in rotation) help the teachers to place the children in the best groups after the first four weeks of teaching. Any children who have not yet met end of Key Stage 1 National Curriculum expectations for reading are assessed and grouped accordingly.

After the children are assessed, they are placed into groups. Every child will then receive daily phonics lessons and read books that match their phonic knowledge. Daily ongoing assessment is completed which means that groups are constantly adjusted to ensure the best progress for each child. If a child is not on track, then we will regroup him/her immediately, and put intervention that is needed for that specific child in place. This intervention could take the form of 'pinny time' to focus on specific sounds, daily readers, practicing green or red words, nonsense words, Fred spelling etc.

One effective intervention, particularly for those children who have learnt the sounds but are still not fluent enough to tackle reading comprehension tasks, is our 'Building Speed' one-to-one/group work. Children are asked to read words using 'Special Friends, Fred Talk, read the word' and then 'Fred in your head'. This includes plenty of modelling and repetition of words that the child has to sound out, until the child can read the words speedily. The 'green words' that the children are given are specific to their phonics assessments and phonics books that they are reading.

Formal reading assessments take place every term, alongside the daily/weekly informal assessments. Groups are readjusted again, where needed.

For children to make the best possible progress, they will read storybooks closely matched to their reading level, every day.

Expectations of progress

The following grids show expectations of progress. Some children can make faster progress. Parents are informed of the progress that children have made and how they can support their child.

*\*See Reading Leader Handbook p77-78 for specific teaching of sounds.*

**Reception**

	S1:A	S1:B	S1:C	Ditty 1-10	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Spelling rules
End of Term 1													
End of Term 2													
End of Term 3													

**Year 1**

	S1:A	S1:B	S1:C	Ditty 1-10	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Spelling rules
Baseline Year 1													
End of Term 1													
End of Term 2													
End of Term 3													

## Year 2

	S1:A	S1:B	S1:C	Ditty 1-10	Red	Green	Purple	Pink	Orange	Yellow	Blue	Grey	Spelling rules
Baseline Year 1													
End of Term 1													

### Deep dives

A reading deep dive was carried out in the Spring Term by the English Lead, Deputy Headteacher and SENCo. This was in order to gain a deeper understanding of the reading curriculum and look at ways that we could move forward.

Throughout the deep dive, pupil questionnaires were conducted, and individual staff including the English Lead were asked specific questions about reading throughout the school and in their classroom.

### Bug Club comprehension

Bug Club Comprehension is a robust guided reading programme for KS2 children that uses a powerful and proven talk-based approach to develop a deeper understanding of texts, regardless of each child's decoding ability.

#### Bug Club comprehension...

- Helps children master fluency and deepen comprehension, giving you everything you need to help them.
- Follows a structured teaching cycle, with meaningful activities every day, to support an in-depth and consistent focus on comprehension, that centres around rich and meaningful discussion.
- Combines rich print books, audio eBooks and workbooks to keep all children in class engaged, including poems, historical fiction, stories with humour and non-fiction articles.
- Centres around one text for the whole class, so that that all children access the same text regardless of their decoding ability.
- Every text is available as an audio eBook in the online reading world and can be allocated easily to each child in the online teacher toolkit for reading at home and in the classroom.

### Independent reading

Children are given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency.

### Daily Reading to an adult

It is our goal to hear every child read every day by their class teacher or teaching assistant and a comment made in their reading record. This is recorded in the class Reading Log.

### Shared/Paired Reading through Read Write Inc., Wordsmith and Bug Club comprehension

In shared reading, pupils can access a text which may be challenging to them individually. Reading strategies are clearly modelled, and discussion helps the pupils to a deeper understanding of the text. Paired reading is an integral tool used throughout the school, to practice skills and build fluency. Our Wordsmith scheme provides a range of high-quality real and online books to enable shared and paired reading from Year 1 through to Year 6.

### Reading Interventions

When a child finds reading challenging, various interventions are put in place (e.g. 1-1 Tuition (Read Write Inc.), On Track English and daily readers.

### Reading Buddies

Year 5 competent readers are matched up with Year 2 pupils to give them an additional daily reading practice. Year 3 pupils share a book on a weekly basis with Year 1 pupils.

### Home Reading

We expect each child to read to a grown up at home each day. A comment and initial should be put in the reading record which is then seen by the teacher. In KS2 the reading logs are a little different as the children read larger texts and the children are encouraged to write in the logs themselves to review the books that they are reading. Reading books are carefully matched, through benchmarking, to the child's level. It is important to practice every day for fluency, comprehension and decoding skills.

### Mobile Library

The school library contains a wide range of fiction and non-fiction books which the children are entitled to borrow. We have Year 6 librarians to look after our books.

### Hearing books read aloud

All class teachers will find time to read books aloud to their class, throughout the day and at the end of every school day. This builds enthusiasm, enjoyment and influences pupils own reading by modelling how reading should sound. It also allows children to access higher level texts.

### Reading Lodge

At Booth Wood we are very privileged to have our very own Reading Lodge, stocked with plenty of high-quality texts that children can access throughout their break and lunch times.

### Reading competitions and Special Learning Days

Reading competitions and Special Learning Days are held throughout the year. This includes Roald Dahl Day, World Book Day and Booth Wood's Extreme Read. These all prove to be incredibly popular and develop the children's love of reading.

### Progression in Reading

The children are carefully levelled every term using benchmarking and termly PiRA tests, to find their level for reading by age. They then use the level below for their independent reading, home reading and daily reading in school. This is to practice their phrasing, fluency, understanding of the text and to become confident in their reading strategies. The table below shows the progression through the book bands, matched to Read Write Inc. and the assessments used.

## Matching Progression in Reading Grid

Band	Emerging	Expected	Expected- Confident *	Confident - Exceeding	Super- confident Exceeding	RWI	Word lists	Assessment format		
Lilac	R					Set 1 Sounds Group A	Early Nursey words Word Time 1.1	Baseline		
Pink		R				Group B/C Blending Set 1 sounds	Word Time 1.1 - 1.6	Termly RWI assessments		
Red	Y1	R				Ditty/Red group Set 1 sounds	Word Time 1.6 - 1.7		PiRA	
Yellow	Y1	R				Green/Purple Set 2 sounds	Green words	Daily informal		
Blue		Y1		R		Pink Set 2 sounds	Storybook Green and Red words  KS1 Spelling Shed	Phonics screening check Y1		
Green	Y2	Y1		R		Orange Set 3 sounds				
Orange	Y2	Y1				Yellow Set 3 sounds				
Turquoise		Y2		Y1		Blue Set 3 sounds				
Purple		Y2		Y1		Grey Set 3 sounds				
Gold		Y2		Y1		Bug Club Reading Comprehension	KS2 Spelling Shed	Daily informal		
White	Y3		Y2*							Bug Club comprehension
Lime	Y3, 4		Y2*							
Brown	Y4, 5	Y3		Y2						PiRA
Grey	Y5, 6	Y4		Y3	Y2					
Dark Blue	Y6	Y5		Y4	Y3					
Dark Red		Y6		Y5	Y4					
Black				Y6	Y5					
Black Plus					Y6					KS2 SATs

## Reading in the Early Years

Teachers in the Foundation Stage follow the Communication and Language strand and Literacy strand of the Early Years Foundation Stage (EYFS) Framework 2013.

By the end of EYFS the children should be able to:

- Listen attentively in a range of situations.
- Listen to stories, anticipate key events and respond with relevant comments, questions or actions.
- Give attention to what other say and respond appropriately, while engaged in another activity.
- Follow instructions involving several ideas or actions.
- Answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Express themselves effectively, showing awareness of the listeners' needs.
- Use past, present and future forms accurately when talking about events.
- Develop their own narratives and explanations by connecting ideas or events.
- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.
- Demonstrate understanding when talking with others about what they have read.
- Use phonic knowledge to write words in ways which match their spoken sounds.
- Write some irregular common words.
- Write simple sentences which can be read by themselves and others.
- Spell some words correctly and other in a phonetically plausible way. (EYFS profile 2013)

Our aim is that the children:

- Develop a love of books.
- Be enthusiastic readers.
- Read for pleasure.
- Read to obtain information.

What we do at school:

*Beginning to read*

- Tell stories.
- Sing songs and rhymes.
- Look at books together (shared reading).
- Learn about words by looking at pictures.
- Use pictures and memory to re-tell stories.
- Read aloud.
- Provide an environment with lots of opportunities for reading.
- Daily phonics teaching.
- Daily activities to develop the ability to hear the individual sounds in word: phonological awareness.



### *Early reading*

- Use increasing phonic knowledge to read words by 'sounding out'.
- Learn and use other strategies to identify words.
- Read different types of text.
- Learn to recognise and read red words; these are words which cannot be 'sounded out'.

### *The fluent reader*

- Use a variety of methods to identify words and their meaning.
- Read different types of text and predicts events in stories.
- Ensure understanding of the text.
- Enjoy reading.

### Language

Language is developed in the early years setting in many ways, such as circle time, stories, songs, rhymes and the use of objects and events to provoke conversations.

### Phonological awareness

This is done in a variety of ways, including counting syllables or sounds in words, copying sound patterns, playing games such as sound bingo, alphabet hunts and rhyming activities.

### **Reading for pleasure**

We believe that it is important that all children become fluent readers and as a result, reading is always our first, foremost and central ongoing priority. Because of this, children will have the skills and knowledge to access the wider curriculum. A crucial part of this is to inspire a love of reading. A range of texts and genres are shared and used daily as part of functional reading lessons but also as part of timetabled 'story time' across the school- this is integral to our approach to whole school reading. We foster a love of reading across the curriculum as it is our utmost priority. Our teachers read to children every day, sometimes to challenge and often purely for pleasure. Reading aloud and storytelling are skills we develop and value highly amongst our body of staff.

Some of the things we do to fit reading into the wider curriculum:

- Special days- World Book Day, Roald Dahl Day.
- Reading chair.
- Reading competitions ('Extreme Reading').
- Daily reading- 15 minutes quiet reading after every lunch time.
- Story time at the end of every day.
- Accessible, high quality books in classrooms (reading corners) that are topic related as well as books that are sent home for the children to read with their parents.
- Mobile library ran by our Year 6 children. Books are replenished regularly, and class teachers collate lists of their children's favorite authors and titles so that they are reading books that they love.

- Our 'Free Readers' enjoy books which challenge them and broaden their reading horizons, but also the freedom to devour series they love which may not be challenging because they are at a stage of independent reading where they can indulge in this.
- Books and a love of reading floods our school- teachers talk about books and reading experiences with our children daily.
- Books are celebrated and used effectively across the curriculum, for theme days cross curricular links are explored on World Book Day for example.
- We work closely with our local library and encourage children to take part in the summer reading challenge.
- Author visit and book signing.
- Performance poetry assemblies to celebrate poems studied throughout handwriting sessions.
- The school website is updated regularly with information and resources that parents can use with children at home.
- Children chose to read for pleasure in the Reading Lodge.
- Reading club.