

## **Reading Statement**

At Carleton Rode we are committed to developing a love of reading in every child. We are working hard to ensure children develop all the key areas in being a good reader from decoding through to making sophisticated inferences.

### **Data**

Any child that falls below their Age Related Expectation are identified as children requiring additional support. They are then given interventions and identified in planning and teaching in order to give the opportunity to achieve better progress, ensuring the attainment gap does not widen.

### **Phonics (EYFS and KS1)**

Children in reception, year 1 and year 2 receive daily adult led phonics sessions. The children follow the Read, Write Inc scheme which provides a systematic, synthetic phonics programme, enabling children to be taught to read and write in a multisensory and fun way. It gives children an understanding of the main sounds in the English language and shows them how to use this knowledge to read and write words.

The scheme allows the children to work their way through series of books, building their knowledge of sounds. They also learn to site read 'red words' which are tricky to sound out and therefore better committed to memory, such as the, to, be, want and even more as they become familiar with more sounds. They practice using new sounds in words and 'hold a sentence' in which they repeat a sentence until memorised and then have a go at writing it down, using their sound knowledge.

In other sessions, children are supported to practise their skills in a range of ways: developing fine motor skills at the Mini Gym, independent reading, word prompt cards on tables and adult support when writing independently.

### **Guided reading**

The teaching of reading occurs initially through phonics sessions to decode and through sharing class books. Guided reading is taught in all classes and takes place outside 'literacy' lessons. Guided reading is timetabled each week with a clear focus taken from the ELEVEN key skills we believe are required to be a successful reader. These include:

- Fluent decoding
- Making inferences
- Making predictions
- Recognising key words
- Retrieving key information
- Ability to visualise
- Text and language structure
- Ability to summarise
- Breadth and depth of vocabulary
- Activating and connecting prior knowledge

- Monitoring own comprehension

In Key Stage 1 a whole class approach is used, sharing multiple stories a day, discussing them and their features. Power of Reading sessions also allows for this to be extended further when discussing the text they are studying in more detail.

In Key Stage 2, a mixture of whole class sessions and group sessions are used. During group sessions the children are split into small groups and are either working with an adult or completing an independent tasks. The small groups allow the adult to focus the session on something which the group needs more practise on and can vary this each week. The independent tasks are used to practise key skills in writing such as retrieving information and justifying answers. Some whole class sessions also take place to practise particular skills. This could be seen in the form of discussing a WAGOLL (What A Good One Looks Like) which is an example of a text type we are aiming to write our own version of. We look at the WAGOLL in detail, discussing its features and what makes it effective.

### **Paired Reading**

The children also take part in a twenty minute paired reading session once a week. During paired reading, the older or more able readers (tutors) are paired with another child from throughout the school (tutees). The tutors support the tutees by looking through their banded reading book with them. They might choose to read a page aloud to the tutee before allowing them to have a go themselves. The tutor support the tutee when they need to decode unfamiliar words and discuss them about what is happening within the story or what might happen next.

These sessions are beneficial to both tutors and tutees as they allow tutors to better understand how we learn to read and allow tutees to gain support and confidence from their peers as well as their teachers when it comes to learning to read.

### **Experiences in reading**

The national curriculum changes state that children should have access to reading experiences including the reading aloud of whole books at a higher level of challenge than their own decoding ability. All children are read to throughout the school, with regular story time in KS1 and class novels in KS2. This is a vital part of developing children's love of books.

Our libraries are regularly topped up with current and popular fiction to engage the children in reading for fun. We have a reading area within every classroom which the children can enjoy. We try to make sure that we have a rotation of books so that the children are not exposed to the same books all year round and instead get to see a variety. We often have a non-fiction section which will usually be themed around our science or topic for the half-term.

We also have an excellent library space which our school librarians regularly tidy and organise. They can also advise other children on their recommendations and where to find books. This also includes our outside library which is taken outside on a trolley each day and

has a range of books suitable for all ages. Children can help themselves and choose a story to share with someone else or to read for themselves during lunchtime.

### **Personal reading**

All children have a reading book which is matched to their reading ability. They can take their book home and share it with parents. All children have a reading record book in which parents and staff can communicate about the reading of individual children. In reception children start their reading journey with picture books and by taking books home that they would like their parents to share with them. As they become more fluent in their decoding they start with our 'Banded Reading Scheme' this scheme has been developed to ensure children have age appropriate texts and can demonstrate progress through this scheme. The banded books have been selected to ensure that children have a wealth of reading experiences with a wide range of text types, authors and publishers. This ensures they do not become reliant on the same characters, settings and layouts of texts.

## **Progress in reading**

### **EYFS**

- Phonics, daily, small group (adult led)
- Guided reading, whole class, once a week
- Paired reading, once a week
- Story time (adult reading to children) daily
- Reading books sent home matched to individual phonics phase
- Opportunities to practise skills through offered activities

### **KS1**

- Phonics, daily, small group (adult led)
- Guided reading, whole class, once a week
- Paired reading, once a week
- Story time (adult reading to children) daily
- Reading books sent home matched to individual phonics phase
- Children change reading books regularly
- Opportunities to practise skills through English lessons and foundation subjects

### **KS2**

- Guided reading, up to four times a week
- Paired reading, once a week
- Class higher level novel (adult reading to children) weekly
- Reading books sent home
- Children independently change reading books regularly
- Interventions for children who require further reading support
- Opportunities to practise skills through English lessons and foundation subjects
- Reading with volunteer adults to consolidate skills
- Class novel read aloud