

GCA Reading for Fluency – progression in borrowing and independent fluency practice.

Key principles

Borrowing and independent reading is a key part of the school's reading curriculum and integral to fostering great reading habits in the children. The books chosen by children should have two main aims: engendering a love of reading as a leisure activity and developing their reading fluency. As such children can borrow two books at a time, with these aims in mind.

Reception and KS1 (whilst learning to decode)

Whilst children are developing their phonic knowledge and decoding skills, they are taught using the Little Wandle Letters and Sounds SSP. This programme has decodable books matched to each phase, published by Collins. These books are used by the children to develop their reading fluency through repeated reading and practice of sounds they have learnt during lessons. The book they have read that week in class is allocated at the end of the week on E-Collins for children and parents to access at home to continue to practice and build their fluency.

Children are also able to borrow a book of their choosing from the class or school library to be shared with someone at home. It is not an expectation that children will be able to independently read this book to themselves, but that it can be read to them, to develop their enjoyment of stories and interest in texts.

KS1 and LKS2 (progression from phonics books)

Once children have secured their phonic knowledge and progressed from the SSP, they will move from the Collins decodable phonics books, to independently reading banded books from our reading schemes. Teachers use a reading fluency assessment to establish each child's fluency, and uses the information to assign them to a colour band, so that the books they read independently are supportive of their developing fluency skills. Children also have the opportunity to borrow a book of their choosing to enjoy at home either by themselves if they want to or, preferably, with a family member or friend.

KS2 (progression from reading schemes and free reading)

When children are into KS2, they should be developing good independent reading habits. They will be exposed to rich, challenging texts during their daily class reading lesson, and we aim for them to progress to becoming 'free' readers. Using the fluency assessment and their discretion, teachers can deem a child a 'free' reader if they are achieving a 95% accuracy rate on the 'Ruby' fluency assessment, and have good reading habits whereby they read regularly and make good choices about what to read, i.e. varied material that is not too challenging so that it stymies fluency.

Fiction banding in the library

In addition to the phonically decodable texts and reading scheme books provided, we have colour banded the fiction in the school library to support children in choosing books that they can be confident in reading. This system uses the Accelerated Reader ATOS readability formula to assign a complexity level to each text. We have used this as a guide and assigned a colour to our fiction books signifying the year group this might be most appropriate for, given typical fluency development. This is intended as guidance to support children and teachers in their choices, not to be used in the same way as a reading scheme.