

# Reading at Southey Green Primary School



Ready

Respectful

Responsible

## Intent

At Southey Green, we value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers. We believe reading is key for academic success and we feed these skills through all aspects of the curriculum.

We want pupils to develop a strong love for reading, a good knowledge of a range of authors and text types and be able to gain knowledge and understanding from the texts that they read. To achieve this, children are taught how to decode words in order to read fluently, as well as the skills needed to have a solid understanding of what they have read.

By the time children leave our school, all children should be able to read fluently, and with confidence, providing them with the skills needed for their secondary education.

## Implementation

Through the delivery of our reading curriculum we ensure a consistent and robust teaching of early reading and phonics throughout the Foundation Stage and in Key Stage 1. Children are taught the mechanics of reading through daily phonics lessons, following the Read, Write Inc scheme. Children then apply their blending skills to a range of texts that closely match their phonic knowledge. Children in upper Key Stage 2, who still require phonics support, access the 'Fresh Start' scheme; this closely links with the Read, Write Inc scheme they are familiar with.

Throughout school, reading is at the core of our curriculum and teachers ensure their classroom has a wide range of high-quality texts that have been carefully selected to promote the love of reading, to link to a particular topic and/or that matches their children's own interests.

In Foundation Stage and Key Stage 1, all children have daily 'Talk through Stories' lessons. These lessons are designed to extend and deepen children's vocabulary so that they can understand texts that they soon will be able to read for themselves. Children engage thoroughly with these high-quality texts and can discuss them with an adult and their peers.

In Key Stage 2, children alternate each half term between novel study and lessons based around engaging extracts. Extract lessons ensure the teaching of an explicit skill; this skill is then revisited throughout the year to help children commit to long term memory. Children also have the opportunity to enjoy a class text.

We want all of our children to have a passion for reading so classes have the opportunity to visit the school library to promote and encourage this love. Children have opportunities to read comics, annuals and magazines and can access online reading resources such as Oxford Owl.

All children in school read to a trained adult frequently, they read a quality text that closely matches their reading knowledge. During this time children discuss the text with an adult to help aid their comprehension skills. Children are strongly encouraged to read at home.

## Impact

At Southey Green Primary School, we strive to promote a positive reading culture where books and the love of literature is both celebrated and valued. We aim for pupils of all abilities to succeed in reading. Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through school. Pupils will enjoy reading across a range of genres and will use a range of strategies for decoding words. They will have a good knowledge of different authors and be able to talk confidently about books that they have read.

## Reading at Southey Green

Year Group	Word Reading	Comprehension	Love of
Nursery	<ul style="list-style-type: none"> <li>• The environment is print rich</li> <li>• Explicit phonics sessions take part from Spring 1, or before,</li> </ul>	<ul style="list-style-type: none"> <li>• Communication in Print used throughout the environment to aid children's understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily uninterrupted story time where children can enjoy listening to a story be read to them.</li> <li>• Opportunities for children to access class book corner and read a range of different texts.</li> <li>• Modelling of handling books with care in provision.</li> <li>• Opportunities to listen to and retell stories within provision.</li> <li>• Opportunities to take books home to read and change regularly.</li> </ul>
FS2	<ul style="list-style-type: none"> <li>• The environment is phonic/print rich.</li> <li>• Daily phonics sessions – identifying and applying this to words and sentences.</li> <li>• Daily modelling / shared reading of a text that has been pre-selected by the teacher and is slightly above their reading age. Teacher to read the text beforehand and provide short, sharp higher-level questions to the children.</li> <li>• 1-1 reading of a text using decodable phonics books that match the child's ability.</li> <li>• Children have access to the online reading resource Oxford Owl.</li> <li>• Focused reading activity with an adult following the planned literacy task.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication in Print used throughout the environment to aid understanding of text.</li> <li>• Children have access to the online reading resource Oxford Owl.</li> <li>• Daily 'Talk through Stories' sessions, these have a strong focus on rich vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily uninterrupted story time where children can enjoy listening to a story be read to them.</li> <li>• Opportunities for children to access class book corner and read a range of different texts.</li> <li>• Modelling of handling books with care in provision</li> <li>• Opportunities to listen to and retell stories within provision.</li> <li>• Opportunities to take books home to read and change regularly.</li> </ul>
Y1	<ul style="list-style-type: none"> <li>• The environment is phonic rich.</li> <li>• Daily phonics sessions – identifying and applying this to words and sentences.</li> <li>• Daily modelling / shared reading of a text that has been pre-selected by the teacher and is slightly above their reading age. Teacher to read the text</li> </ul>	<ul style="list-style-type: none"> <li>• Children have access to the online reading resource Oxford Owl.</li> <li>• Comprehension skills are developed through oral questioning of the class story time book and the child's decodable phonics books.</li> <li>• Daily 'Talk through Stories' sessions, these have a strong focus on rich vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily uninterrupted story time where children can enjoy listening to a story be read to them.</li> <li>• Opportunities to visit the school library. The library has a wide range of books (fiction, non-fiction, poetry, newspapers, annuals etc) Children will be taught library skills as well as having opportunities to enjoy a book or books.</li> </ul>

	<p>beforehand and provide short, sharp higher-level questions to the children.</p> <ul style="list-style-type: none"> <li>• 1-1 reading of a text using decodable phonics books that match the child's ability. Children take part in daily word reading / fluency sessions.</li> <li>• Children have access to the online reading resource Oxford Owl.</li> </ul> <p><u>Fluency sessions</u> 2 groups reading their decodable books to an adult. 2 groups independently reading their decodable book and/or specific phonics activities linked to the sounds they are learning within the phonics sessions. 1 group to enjoy books as part of a love of reading session.</p>		<ul style="list-style-type: none"> <li>• Opportunities for children to access class book corner and read a range of different texts.</li> </ul>
Y2	<ul style="list-style-type: none"> <li>• The environment is phonic rich.</li> <li>• Daily phonics sessions – identifying and applying this to words and sentences.</li> <li>• Daily modelling / shared reading of a text that has been pre-selected by the teacher and is slightly above their reading age. Teacher to read the text beforehand and provide short, sharp higher-level questions to the children.</li> <li>• 1-1 reading of a text using decodable phonics books that match the child's ability. Children take part in daily word reading / fluency sessions.</li> <li>• Children have access to the online reading resource Bug Club.</li> </ul> <p><u>Fluency sessions</u> 2 groups reading their decodable books to an adult. 2 groups independently reading their decodable book and/or specific phonics activities linked to the sounds they are learning within the phonics sessions. 1 group to enjoy books as part of a love of reading session.</p>	<ul style="list-style-type: none"> <li>• Children have access to the online reading resource Oxford Owl.</li> <li>• Comprehension skills are developed through oral questioning of the class story time book, the child's decodable phonics books.</li> <li>• Daily 'Talk through Stories' sessions, these have a strong focus on rich vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily uninterrupted story time where children can enjoy listening to a story be read to them.</li> <li>• Opportunities to visit the school library. The library has a wide range of books (fiction, non-fiction, poetry, newspapers, annuals etc) Children will be taught library skills as well as having opportunities to enjoy a book or books.</li> <li>• Opportunities for children to access class book corner and read a range of different texts.</li> </ul>
Y3	<ul style="list-style-type: none"> <li>• Daily modelling / shared reading of a text that has been pre-selected by the teacher and is slightly above their reading age.</li> </ul>	<ul style="list-style-type: none"> <li>• Children have access to the online reading resource Oxford Owl.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily uninterrupted story time where children can enjoy listening to a story be read to them.</li> <li>• Opportunities to visit the school library. The library has a wide range of books (fiction, non-</li> </ul>

	<ul style="list-style-type: none"> <li>1-1 reading of a text that closely matches their reading ability.</li> <li><b>For children who are not yet fluent readers - children will participate in phonics sessions. These will take a diagnostic approach to ensure that children can catch up quickly. These children also have access to the online resource Oxford Owl.</b></li> </ul>	<ul style="list-style-type: none"> <li>Read Write Inc comprehension lessons – For those children who have finished Read, Write Inc phonics. Children read fiction and non-fiction extracts building on their skills they learnt during Read, Write Inc phonics.</li> <li>Novel Study – skills are matched to each chapter of the story; essential background knowledge is taught.</li> </ul>	<p>fiction, poetry, newspapers, annuals etc) Children will be taught library skills as well as having opportunities to enjoy a book or books.</p> <ul style="list-style-type: none"> <li>Opportunities for children to access class book corner and read a range of different texts.</li> </ul>
Y4	<ul style="list-style-type: none"> <li>Daily modelling / shared reading of a text that has been pre-selected by the teacher and is slightly above their reading age.</li> <li>1-1 reading of a text that closely matches their reading ability.</li> </ul>	<ul style="list-style-type: none"> <li>Novel Study – skills are matched to each chapter of the story; essential background knowledge is taught.</li> <li>Extract teaching – Focuses on background knowledge, vocabulary, read aloud/think aloud and comprehension. The focus is on developing fluency – accuracy, automaticity and prosody.</li> </ul>	<ul style="list-style-type: none"> <li>Daily uninterrupted story time where children can enjoy listening to a story be read to them.</li> <li>Opportunities to visit the school library. The library has a wide range of books (fiction, non-fiction, poetry, newspapers, annuals etc) Children will be taught library skills as well as having opportunities to enjoy a book or books.</li> <li>Opportunities for children to access class book corner and read a range of different texts.</li> </ul>
Y5	<ul style="list-style-type: none"> <li>Daily modelling / shared reading of a text that has been pre-selected by the teacher and is slightly above their reading age.</li> <li>1-1 reading of a text that closely matches their reading ability.</li> </ul>	<ul style="list-style-type: none"> <li>Novel Study – skills are matched to each chapter of the story; essential background knowledge is taught.</li> <li>Extract teaching – Focuses on background knowledge, vocabulary, read aloud/think aloud and comprehension. The focus is on developing fluency – accuracy, automaticity and prosody.</li> </ul>	<ul style="list-style-type: none"> <li>Daily uninterrupted story time where children can enjoy listening to a story be read to them.</li> <li>Opportunities to visit the school library. The library has a wide range of books (fiction, non-fiction, poetry, newspapers, annuals etc) Children will be taught library skills as well as having opportunities to enjoy a book or books.</li> <li>Opportunities for children to access class book corner and read a range of different texts.</li> </ul>

	<ul style="list-style-type: none"> <li>• Children have opportunities to read at length and read quickly during the school day.</li> <li>• Fresh Start Intervention</li> </ul>		
Y6	<ul style="list-style-type: none"> <li>• Daily modelling / shared reading of a text that has been pre-selected by the teacher and is slightly above their reading age.</li> <li>• 1-1 reading of a text that closely matches their reading ability.</li> <li>• Children have opportunities to read at length and read quickly during the school day.</li> <li>• Fresh Start intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Novel Study – skills are matched to each chapter of the story; essential background knowledge is taught.</li> <li>• Extract teaching – Focuses on background knowledge, vocabulary, read aloud/think aloud and comprehension. The focus is on developing fluency – accuracy, automaticity and prosody.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily uninterrupted story time where children can enjoy listening to a story be read to them.</li> <li>• Weekly timetabled library slots. The library has a wide range of books (fiction, non-fiction, poetry, newspapers, annuals etc) Children will be taught library skills as well as having opportunities to enjoy a book or books.</li> <li>• Opportunities for children to access class book corner and read a range of different texts.</li> </ul>

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**KS2 Reading Overview:**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 3</b>	RWI Comprehension	The Dragonsitter by Josh Lacey 	Extracts/ RWI Comprehension	Charlie and the Chocolate Factory by Roald Dahl 	Extracts/ RWI Comprehension	Diary of a Killer Cat by Anne Fine 
<b>Year 4</b>	Extracts	Operation Gadgetman by Malorie Blackman 	Extracts	The Firework- Maker's Daughter by Philip Pullman 	Extracts	Word of Mouse by Chris Grabenstein and James Patterson 
<b>Year 5</b>	Extracts	The Explorer by Katherine Rundell 	Extracts	Kensuke's Kingdom by Michael Morpurgo 	Extracts	Clockwork by Philip Pullman 
<b>Year 6</b>	Letters from the Lighthouse by Emma Carroll 	The Nowhere Emporium by Ross MacKenzie   Kaspar: Prince of Cats by Michael Morpurgo 	Extracts	Extracts	Extracts	Holes by Louis Sachar 



