

## Reading at Springfield Primary Academy

FS2	Y1/2	Y3	Y4	Y5	Y6
<p>Daily Letters and Sounds lesson. Children are regularly assessed and re-grouped accordingly.</p> <p>Individual readers as and when appropriate (More able readers, children who are not listened to at home, struggling readers)</p> <p>All children take part in a guided reading session at least once every week with the teacher.</p> <p>Whole class shared text once a week. Usually Oxford Reading Tree big book or a Power of Reading recommended text or Bug Club.</p> <p>Reading/phonics activities available during continuous provision</p> <p>Phonics/reading focus activities during continuous provision (adult led)</p> <p>2 reading books sent home every week. 1 phonic and 1 tricky word.</p> <p>Phonics word boxes sent home and changed as and when the child is ready to move on to the next one – blending practice.</p>	<p><b>Phonics</b> - The children in both year groups are grouped according to phonics phase. The children have 4 sessions of phonics per week in Year 2 and 5 sessions a week in Year 1. Regular screening and updating of groups takes place in both year groups.</p> <p><b>Guided reading</b> - takes place 4 times a week.</p> <p>During a guided reading session a typical rotation would be:-</p> <ul style="list-style-type: none"> <li>- 1 group pre-reads the book to be worked on</li> <li>- 1 group reads and discusses a book with an adult</li> <li>- 1 group does a reading response to a book that has been discussed in guided reading</li> <li>- 1 group does reading for pleasure, handwriting or a phonics activity.</li> </ul> <p>TAs work with one of the above groups. Some mixing of groups across classes takes place in Year 1 and 2. Bug Club is available to all children at home and at school and regularly updated.</p> <p><b>Individual reading</b></p> <p>This happens for the least able readers and for those children who rarely have the opportunity to read at home as and when adults are available to listen to the children.</p> <p><b>Homework</b></p> <p>The children take a scheme reader home every week – this will usually be at the book band below the one they are working on in guided reading sessions. If the children are working on phonics phase 5 or below they also take home a phonics reader.</p> <p><b>Shared reading</b></p> <p>English lessons are usually based around a shared text. This leads to writing opportunities and also to grammar being worked on by the class as well as comprehension.</p> <p><b>Comprehension lesson</b></p> <p>The skills of answering written comprehension questions are reinforced in stand-alone comprehension lessons for example:-</p> <ul style="list-style-type: none"> <li>-using keywords in questions and texts</li> <li>-using context to work out the meaning of unfamiliar words</li> <li>-simple inference</li> <li>- written predictions</li> <li>- written links.</li> </ul> <p>Year 1 will build on and introduce these skills as the year progresses. To begin with, this will may include whole class activities.</p>	<p>Guided reading using whole class comprehension skills and strategies books: Y3 – 3 times per week.</p> <p>Volunteer to listen to individual readers.</p> <p>Occasional whole class quiet reading time during an intensive slot.</p> <p>Comprehension lesson based on either the class book or other material.</p> <p>Homework – Reading scheme book sent home and on alternate week a free choosing book. Children will only alternate when they have reached Lime reading book band or above. Bug Club is available to all children at home and at school and regularly updated.</p>	<p>Guided reading using whole class comprehension skills and strategies books: Y4 – 3 times per week.</p> <p>Comprehension session based on either the class book or other materials.</p> <p>Reading books – alternated between scheme/library books.</p> <p>Teacher reading to share a book with the class where possible.</p> <p>Additional support groups are provided to demonstrate and practise skills.</p> <p>One-to-one reading as required.</p> <p>Text interrogation done on a practice sheet and on own sheet independently.</p> <p>Homework – Reading scheme book sent home and on alternate week a free choosing book. Children will only alternate when they have reached Lime reading book band or above. Bug Club is available to all children at home and at school and regularly updated.</p>	<p>Whole class Bug Club guided – read weekly, individually and with the whole class by children before reading comprehension. Before they read, children are given new key vocabulary and asked to write their own sentences with the key words used in the correct context.</p> <p>Where possible, a whole class text is used to share and discuss.</p> <p>Teacher reading to/sharing book with class (when possible).</p> <p>Take writing and grammar stimulus from a text through text interrogation.</p> <p>Reading comprehension is through Bug Club guided – some general questions and then a more open-ended question.</p> <p>Practice SAT texts and papers are shared regularly and evaluated and interrogated as a whole class group.</p> <p>One-to-one reading as required.</p> <p>Additional support groups to demo and practise skills. Phonics additional support where required.</p> <p>Homework – Read regularly – alternate scheme readers and a book of choice (except SEN). Access to Bug Club individual readers is encouraged at home and where possible, in school.</p>	<p>Whole class Bug Club guided – read weekly, individually and with the whole class by children before reading comprehension. Before they read, children are given new key vocabulary and asked to write their own sentences with the key words used in the correct context.</p> <p>Where possible, a whole class text is used to share and discuss.</p> <p>Teacher reading to/sharing book with class (when possible).</p> <p>Take writing and grammar stimulus from a text through text interrogation.</p> <p>Reading comprehension is through Bug Club guided – some general questions and then a more open-ended question.</p> <p>Practice SAT texts and papers are shared regularly and evaluated and interrogated as a whole class group.</p> <p>Reading test papers and extracts from reading tests. Timed session to complete and spend a session over a few weeks going over answers.</p> <p>One-to-one reading as required.</p> <p>Additional support groups to demo and practise skills. Phonics additional support where required.</p> <p>Homework – Read regularly – alternate scheme readers and a book of choice (except SEN). Access to Bug Club individual readers is encouraged at home and where possible, in school.</p>

Each year group will undertake these activities, but from time-to-time, the requirements of individual children may require class teachers to adapt their practice to meet their needs.

### Reading Provision Map – Springfield Primary Academy

	<b>FS</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>Basic Skills</b>							
<b>Guided Reading</b>							
<b>Themed Approach</b>							
<b>Text Interrogation</b>							
<b>Reading Comprehension</b>							
<b>Reading Scheme</b>							
<b>Teacher Reading</b>							
<b>Independent Reading</b>							
<b>Parental Engagement</b>	Phonics Meeting		KS1 SATs meeting				
	WBD, Reading Records, Bug Club						