

Hoo St Werburgh Primary School and Marlborough Centre Reading Systems



2017-18

1:1 Reading

1:1 reading is undertaken with targeted children. The frequency of this is determined by the class teacher. The class teacher (in KS1) will hear every child read 1:1 **at least** once a term in addition to weekly timetabled guided reading sessions.

Home reading/home learning

KS1

Contact books are provided and the expectation set for parents to write home reading into the book

FS/KS1 – parents to write daily

KS2

Children have Contact Books which are a communication tool for parents and teachers. It is expected that children or parents will record when they read at home with an expectation that this will happen 3 times a week in LKS2 and 5 times a week for UKS2. A reminder is sent home after 1 week of no reading as a reminder for parents.

Where appropriate, a follow up phone call from the Class Teacher may take place the following week if there is no improvement.

Children undertaking specific reading interventions may also receive home learning packs.

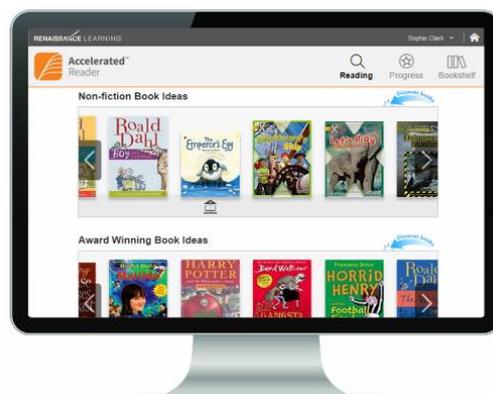
Reading across the curriculum

The school adopts a cross-curricular approach, whereby skills from subjects such as English are applied in other subjects. Skills are regularly modelled and used in other subjects and these are **explicitly signposted**.

Activities include but are not limited to: reading aloud for purpose e.g. labels on equipment/storage, reading the learning objective in the lower school through to reading more complex instructions in the upper school, decoding unfamiliar words, the use of challenging texts (topic books and internet for research) and skills for tackling these, and identifying and displaying key topic vocabulary to expand linguistic experience.

Accelerated Reader

We launched Accelerated Reader last year (2016-2017) which is a book levelling scheme with extensive choice and the chance for children to take quizzes on the books that they read. AR gives pupils significantly greater choice in levelled books and quizzes than any comparable reading programme.



Over 27,000 reading practice quizzes are available on books from over 300 publishers and imprints. Independent of any publishing interests and suitable for children of primary and secondary age, AR ensures that there are plenty of books to interest every reader available on the programme. The quizzing element is fun for the children and also gives teachers the opportunity to monitor and track children's progress as they read.

The STAR Reading test

STAR Reading scores present a snapshot of achievement at a specific point in time. This test is conducted termly and provides students with a ZPD range score (the range of book levels children could access) as well as much more useful information. This informs children and parents of the books children should be reading but also gives them the flexibility to try books which are of a slightly higher or lower level.

e.g. If a child's ZPD is 3.4 – 5.4, they can enjoy books from the higher or lower end of their range. This has been well engrained into the school with class teachers providing time daily to read their chosen books and complete quizzes on iPads.

Promoting reading outside the classroom/for pleasure:

Aside from Accelerated Reader, you will see:

- Sharing a class reader 'story-time'
- Listening and telling stories (including use of audio-visual media)
- Visiting the school library and the local library in Hoo (previously, weekly visits were set up for PiPs classes)
- Reading corners/areas in all classrooms
- Subscription to First News
- Independent reading for pleasure named, valued and timetabled: 'Shared reading' in FS, 'Book bag time' in KS1 and 'Treasured 10' in KS2
- Rewarding reading in year groups: reading stars in FS, stickers in KS1 and reading certificates in KS2 as well as from y6 Librarians who give out reading certificates in Celebration assemblies
- Regular visits from authors & actors undertaking book based workshops
- School-wide World Book Day celebrations

Phonics/etymology

Read Write Inc phonics programme is delivered daily in FS – Y2 (pupils participate in a 1:1 assessment termly and are grouped accordingly). Pupils begin to move off the programme in Y2.

Incidental phonics is undertaken throughout the day: when lining up, in the dinner hall in KS1 etc.

KS2 cover more complex spelling rules & patterns and look at word origins and root words to support comprehension in line with the New Curriculum.

Key word reading

Key words lists are a mixture of RWI 'red tricky' words (phonetically irregular) e.g. 'the, said' and high frequency words that pupils need to learn by sight in order to read fluently with ease.

In KS1 this is assessed termly on a 1:1 basis and personalised key word target lists. Each year group up to Year 3 has a key word list.

In KS2 this is tested 3 times a year. Additionally, a key word score is reported to parents/carers. Interventions take place for those pupils who are not able to read all the key words for their age. This is often on a small group basis (1:4) and includes regular assessment of personalised lists.

These lists are in addition to the National Curriculum appendix words that pupils are expected to read and spell.

Guided Reading

FS

Daily shared reading and differentiated focus groups across the week as part of planned, adult-led activities.

KS1

Individual reading records linked to National Curriculum statements are kept along with reading targets to ensure reading activities are pitched correctly to address any skill gaps.

Y1 & Y2 – Pupils undertake a carousel of activities during the week linked to differentiated texts. CT and TA work with all groups at some point during the week. Individual activities range from phonic word games to audio CD sessions.

KS2

Using a class text, children answer SATs style questions, written by the teacher as the book is read aloud. Children have opportunities to answer one, two and three mark questions with a partner and on their own. The use of a class text allows children to feedback and discuss their answers and create a shared understanding of the text and deepen their understanding.

UKS2

As well as the previous approach for Guided Reading, pupils also undertake a whole class, focused reading lesson/activity during the week linked to differentiated texts/genres.

This is usually based around developing a specific AF /reading skill and prepares children for instances whereby they are expected to answer comprehension questions on a text which is unfamiliar to them.

To develop a wider range of vocabulary, pupils in Year 5 and 6 work through reading comprehension cards. The cards feature fiction and non-fiction texts (incorporating Society and Environment, Science and Health and Values), have three levels of questions in a multiple choice format and assess 12 different comprehension skills.

Reading interventions / additional help and support for individuals

Learning Support - The school has weekly support from a Learning Support Specialist teacher who undertakes screening for specific difficulties and then provides a bespoke package of support. This might be for conditions such as dyslexia, Irlen's, poor visual/working memory etc.

Beanstalk - We have partnered with Beanstalk, a charity promoting reading and we have 5 Beanstalk volunteers. Targeted children in Year 2 & 6 are paired with a trained beanstalk reader for 30 mins twice a week. This intervention is for a range of abilities and covers attitudes to reading as well as reading skills.

Precision teaching - All teaching assistants are trained in the precision teaching system and this is used to support pupils in developing their sight vocabulary of key words (phonetically irregular or high frequency words). [This intervention incorporates regular 1:1 assessment of the ability of the pupil and therefore tracks both progress and identifies next steps for individuals.](#)

FS

Support for reading in our Early Years classrooms is very personalised due to the high adult:child ratio and varies depending on a range of factors such as age, other difficulties, attitude etc.

Speech interventions are delivered by a specialist following early identification. This supports 'making' every sound - reading aloud 'hearing' sounds and recognising words - being read to.

Pupils struggling with the phase 1 sounds are taught in smaller groups

KS1

The school employs an additional qualified adult every morning as a 1:1 Reader. Class teachers create a reading timetable based on the needs of pupils and direct this intervention.

[Children who continue to require speech intervention have 1:1 sessions according to their individual needs with a speech and language specialist.](#)

UKS2

For children with low reading ability, high interest books are available in each class for targeted children. TAs are timetabled for 1:1 reading.

Finally, Toe by Toe and sounds write are also sometimes used as interventions if appropriate for the child.