



How we teach reading at Gorse Hall Primary and Nursery School



How do we teach reading at Gorse Hall Primary and Nursery School?

Reading sits at the heart of our curriculum, and our aim is to ensure that every child becomes a confident and successful reader. At Gorse Hall Primary and Nursery School we strongly encourage reading for pleasure as it is a core part of every child's educational entitlement, whatever their background or attainment because we know that extensive reading and exposure to a wide range of texts makes a huge contribution to students' educational achievement. We aim to promote the concepts of reading for 'fun', 'enjoyment' and 'pleasure' and we ensure that we include a range of 'real books' within the Curriculum for English as well as the opportunity for sustained reading from a range of other self-chosen fiction and non-fiction texts.

Reading Scheme

Our main reading scheme that we follow at Gorse Hall Primary is Oxford Reading Tree, there are different types of books in this scheme such as *Floppy's Phonics*, *Biff*, *Chip and Kipper*, *Traditional Tales*, *Songbirds Phonics*, *Project X* etc. Books are colour banded and the children will work their way through the scheme until they are confident, fluent readers with a sound understanding of comprehension skills. We also supplement Oxford Reading Tree with books from other schemes, namely Pearsons - Bug Club. We ensure that all books are closely matched to children's attainment in their phonic sessions, and that they are provided with decodable and non decodable take home books.

The start of the reading journey in EYFS:

In Nursery and Reception, teaching staff will encourage 'book talk'. The children will learn to handle books, they will talk constantly about what's happening and they begin to recognise a few key words. Children are taught phonics through "First Class Phonics", through the teaching and learning of phonics children are taught to use their knowledge they gain from these sessions, so they can always apply these skills to the books they are reading. Children in Reception will be listened to read at least once a week by their teacher and additional adults in both individual and /or guided reading sessions. In Reception, children will take home different types of reading books. These will be decodable, non decodable and a library book.

Decodable books

They offer children an opportunity to practice the phonic knowledge and skills they have learned within a controlled text, they are linked to the 'Phase' the children are working within during their Phonics sessions. These books encourage children to read independently, and they will be able to do so once they have been taught the target phonemes and spellings in that book. Decodable books focus on a target phoneme (sound) or grapheme (spelling) that the children practice when reading. The first books in the scheme will have simple words but as the children progress, the words will get more complex and will look similar to other reading books.

Why are these books important?

- decodable books encourage children to 'blend' and not guess unfamiliar words
- they develop a self reliant approach to reading in the beginner reader
- the reader experiences immediate success and develops confidence and enthusiasm for reading

Non Decodable books

In addition to their phonics reading book, the children will also bring home a 'non-decodable' book each week. Although these books obviously have some words the children can sound out, they also have what is described as 'non-decodable' words (sometimes called 'sight words' or tricky words). These are words such as:

the said no they was
Mr Mrs asked could called

Children are taught these words at school and should practice them further at home. (A full list of the words for each year group is available on the school website or you can ask the class teacher)

When you are reading this book with your child you may be encouraging them to use some of their phonic knowledge (e.g. looking at the initial sound as a clue) but you will mainly be encouraging the following strategies:

- Looking at the picture for clues
- Relying on their knowledge of their sight words
- Reading the rest of the sentence and working out the missing word

Library Books

Children will also bring home a library book of their choice, these will be a picture book and one that they have chosen. These books are for you and your child to share and further develop reading for pleasure. These books also provides us with the opportunity to develop skills such as:

- Retelling the story
- Answering questions
- Talking about favourite character etc.

Moving on through Key Stage 1 (Year 1 and 2):

In Years 1 and 2, as well as the teaching of phonics, there is also a focus on comprehension and reading for enjoyment.

Teaching staff must listen to all children read throughout the week. Where the lowest attaining 20% of each class will be listened to daily. Our scheme (Oxford Reading Tree) is carefully graded to move the readers quickly. Children depending on where they are at in their phonics journey will be sent home with both a decodable and non-decodable book, and some children must be heard to read by their teacher each week this should be the lowest attaining 20% of each class.

Guided Reading will take place. Reading activities will be provided to further develop word recognition and comprehension skills. We must provide books during Guided Reading that allow children to experience many different types of texts.

Each group should work with the teacher, taking part in a Guided Reading session and following a detailed plan. Throughout the week children will also focus on other reading activities linked to the text that they are reading with the teacher. These may be:

- Comprehension: reading a section of the text independently and answering questions about it.
- Reading Enrichment, the children read books/comics/newspapers or stories/poems/play or texts.
- Follow-up Tasks, linked to a guided reading session.
- Vocabulary tasks, linked to the text that is being read with the teacher.

Moving on through Key Stage 2 (Years 3-6):

By the time they start in Year 3 children should be reading fluently. Our task will be to ensure the children's understanding of the text is keeping up with their ability to read fluently.

Teaching staff must ask highly focused questions that challenge children's ideas and use the question stem cards in order to cover all aspects for reading questioning.

In fiction, teachers will develop children's ability to retrieve information, infer, deduce and to speculate on the reasons for authors' character, setting and plot choices. Children will be provided with new texts as an opportunity to grow a rich spoken vocabulary.

Non-fiction texts will be used to deepen the children's understanding of topic work across the curriculum. We will ensure children appreciate reading and help them to understand the world around them in order to use reading as a tool to increase the children's vocabulary across every subject area.

Children take part in a Guided Reading or a Whole Class Reading session, the class teacher can will closely monitor progress on understanding. Again the lowest attaining 20% children from each class will be heard to read by the teacher each week.

Readers at Risk of Falling Behind

We want to improve the life chances of children by ensuring that every child has access to quality experiences in English. We aim to support our readers on their journey. However, at Gorse Hall Primary and Nursery, we acknowledge that for many reasons, some children may become at risk of falling behind. When a child is identified as 'vulnerable' to not being on track to meet their full potential, intervention is swift and effective. Our Headteacher, SLT, English Coordinators, SENDCO and class teachers monitor the progress of every child across the school. Once a concern is raised, our team will decide on an appropriate intervention strategy (e.g. one: one support, small group work etc.). Some children in each class will be heard weekly with the class teacher in order to close the gap. They may also be heard to read more regularly with other adults such as teaching assistant, midday assistant.

More about 'Reading For Enjoyment'

We believe it is key for children to develop a love of reading as it inspires them to explore, learn and grow. Each term, each class study a particular book by a significant author. That means, by the end of their school life, the children will know a number of different and significant authors.

Each day the children will have the opportunity to be read to this may be a picture book for our younger children and a class novel for our older children. The books are displayed on the classroom doors and children are given the opportunity to choose the next book the teacher will read. A list of books that each class has read will be on the schools website, as our books on the door.

Every half term we send home the Gorse Hall Book Review - a list of recommended reads for every year group. We use it to promote and share "quality" texts that we enjoy within our curriculum. We have several volunteers and our Middays who hear the children read on a regular basis, particularly with those children identified as 'vulnerable' to not being on track in reading.

Every class has access to a book corner where they can read a wide variety of books appropriate for their reading level. They also have access to other materials by authors they have studied in English.

We are always keen to involve parents and families in your children's reading journey. So contact us if you would like to experience reading at Gorse Hall Primary and Nursery School for yourself. We'd love to hear about your favourite reading activities too!

