



Reading at Falcons Primary School

Intent

At Falcons we recognise reading as one of the most important skills that you can acquire as it opens up learning options across the curriculum and beyond. Therefore, it is important that we support our pupils in developing their reading skills using a variety of approaches. This is not only enable them to leave Falcons at the expected or exceeding level in reading for the end of Key Stage 2 but to also foster a love of reading which will stay with them forever.

Implementation

Phonics - word reading

Our children begin their word reading journey through a programme of systematic, synthetic phonics. We use the DfE validated scheme Twinkl Phonics programme to explicitly teach children how to read by teaching them the Grapheme Phoneme Correspondence: recognising letters (graphemes) and identifying sounds (phonemes) and blending these sounds into words to read.

Children are taught across 6 levels, with a number of assessment and consolidation weeks built into the programme. The levels are:

- Level 1 is taught at nurseries and the beginning of Reception and teaches aspects of early phonological awareness.
- Level 2 (Reception) is taught over 7 weeks and teaches the first 26 graphemes including seven consonant digraphs (two letters making one sound) and the first five common exception words (sometimes referred to as tricky words as they do not follow phonic patterns learned so far).
- Level 3 (Reception) is taught over 12 weeks and teaches 25 new graphemes including consonant and vowel digraphs and trigraphs (three letters, one sound). There are an additional 13 common exception words to read.
- Level 4 (Reception) is taught over 4 weeks. No new graphemes are taught as the focus is placed upon reading words with adjacent consonants and poly-syllabic words. There are an additional 14 common exception words.
- Level 5 (Year 1) is taught over 30 weeks and teaches alternate graphemes for learned phonemes and developing children's fluency in reading.
- Level 6 (Year 2) is taught over 30 weeks and teaches children to be more fluent readers and accurate spellers.

Early comprehension

Early comprehension is taught through a rich environment of language and stories. In Reception we work to develop children's vocabulary through the introduction of different levels of vocabulary across the curriculum with a particular focus in storytelling. Stories are an IMPORTANT part of the Reception curriculum and happen across the day (during the Daily Read, at milk and fruit, in literacy activities and more). We have a core collection of stories and non-fiction texts which are read across the year. In addition, this is supplemented with new releases and weekly focus texts to ensure that children develop a love of literature. Children are encouraged to join in with repeated refrains, ask questions, use newly acquired vocabulary, act out stories, retell stories in their own words and so much more. We also cover a core collection of rhymes and poems to further develop children's knowledge and skills.

Daily Read

The love for reading at Falcons continues in Years 1 to 6 through the Daily Read (story time) session. This is a daily session with the class teacher, usually before home time, playtime or after lunch. The books for this are chosen primarily from our Talk for Writing reading spine which explores a range of texts throughout the year to increase the children's knowledge of vocabulary, language, imagination and to embed a love of reading. In addition, these texts are added to as new books are published linked to topics and children's interests.

Shared reading

Shared reading involves the whole class and it is teacher lead, focusing on teaching the children one particular reading skill, in a two-week cycle. The text used in these sessions are usually of higher level and are often short extracts. These are unpicked as a whole class and children learn a specific reading skill, such as:

- Visualising is where children learn to build a picture in their mind of what they are reading and they continue to add or change their visual image as they carry on reading their story.
- Background knowledge; this is where children learn to activate their prior knowledge of what they might have read, seen or heard before and learn to link to what they are reading. This process helps children to comprehend the text as they make links to something that they are already familiar with.

These skills are then applied in small groups or in pairs, then independently within the shared reading session.

Guided reading

During guided reading, the children take part in teacher-led guided sessions, where they apply the reading skill which they have learnt in the shared reading session. For guided reading sessions, children are grouped according to their reading ability, in groups of no more than six. Here, children focus upon the application of one specific reading skill, develop fluency of reading and increase comprehension of levelled texts.

1:1 reading

Across Reception and KS1 most children are heard reading weekly by a teacher or a teaching assistant. However, for those children who have been identified as having a particular reading need including the lowest 20% of attainers, this level of reading sessions is increased and these children are heard at least 3 times with daily reading being necessary for some children. In addition, more competent early readers will take part in small guided reading sessions to challenge their reading skills further.

In KS2, teachers and support staff focus on working with children who are below the age related expectations in reading or are in need of extra support to develop on a specific reading skill. These children's specific reading needs are identified then the interventions are designed to develop those needs, such as; reading fluency or comprehension. Thereafter, the children will work with an adult at least 3 times per week for minimum of 6 weeks to ensure impact.

Poetry

Across the school, children learn to read and perform a range of poems. We use Pie Corbett's (Literacy /Talk for Writing expert) poetry spine which ensures that each term children become familiar with at least one key poet. Each class has their own system to make poetry a regular part of the curriculum, for example; in some classes children are given the opportunity during the guided reading cycle to read poems from the selection available within the class or write a poem.

Reading at home

All children are given an independent reading book that they can take home to read. This book is at their reading level and we encourage parents/carers to read with their children and sign the Reading Record at least four times a week. Although at times, children will want to read independently, in this case, we recommend that parents discuss what their child has read and then sign the Reading Record. We also recommend that children read a range of text that might also be available at home, such as their own preferences of books, newspapers or comics. Children also have the option to select wide range of books from Purple Mash (in Serial Mash) which are accompanied with comprehension questions. Children should bring their Reading Record to school every day, so that they are available at school during individual or guided reading sessions with an adult in school.

Library

The Library has a wide range of fiction and non-fiction books. Classes are allocated a weekly slot to visit the library, where they are encouraged to discuss and choose books that are appropriate to their reading ability. Children take library books home to read in addition to their levelled book. The library is also open at lunchtimes for children to further develop their love of reading.

Inclusion

The National Curriculum (2014) is for all pupils and the expectation is that the principles of inclusion pertain. Where necessary, the teacher will support children with SEN through differentiated activities and adult support from either the class teacher or TA. Individual programmes for teaching and support are drawn up as appropriate by teachers in conjunction with the SEN co-ordinator. Care is exercised to ensure that parents and carers are involved appropriately and kept fully informed.

The learning environment

To continue to encourage a love of reading, at Falcons our classrooms have a mini library and some also have the opportunity for children to feel relaxed and content whilst they read for pleasure. The range of books within the classrooms are from the recommended reading list for each year group or linked to the topic such as; transport in Year 1, Dinosaurs in Year 2 or Ancient Egypt in Year 4.

Each classroom door also informs the school community and visitors which book is being read to the class; another way to engage and encourage the children to have discussions about the class book with

