

+What Reading looks like across Beaufront First School 2021-22

EYFS (Nursery & Reception)	Class 1 (Year 1 & 2 - KS1)	Class 2 (Year 3 & 4 - KS2)
<p>RWI Phonics * Early language and listening in Nursery with Set 1 sounds and assisted blending taught in Summer Term * Speed Sounds and Complex Sounds taught in Reception from Autumn Term 1 with more formal letter recognition, assisted to independent blending, and word formation (oral, 'made', and written) * Children will read the pre-Ditty sheets, Red Ditty books and Green Ditty Books along with the corresponding Book Bag Books in line with their progress in Phonics. Some children will read the Purple Ditty Books in Reception.</p> <p>Reading in School * Children share books with an adult many times a day as part of planned and 'in the moment' activities * Children in Nursery have planned Story Times as part of their early RWI learning and they share books of all genres, particularly those focusing on rhythm, rhyme, alliteration, voice sounds and familiar story patterns * Children in Reception have planned Story Time at least twice a day</p>	<p>RWI Phonics RWI phonics used for phonics teaching daily for Year 1 2 groups including 1 small group for extra adult support. Regular assessment to track progress and adjust groups. RWI phonic cards used to secure the phoneme/grapheme correspondence for the teaching of reading and spelling for year 2 Spelling objectives for Year 2 taken from the year 2 National Curriculum</p> <p>Accelerated Reader Used primarily with year 2 children Star Assessments completed 3 times per year to gauge current level and a 'ZPD' range that the children use to guide their reading. These will also show the reading progress of each child. Quizzes used at least twice weekly on books the children have finished reading at home or at school. Results of quizzes used by the teacher as an aid to teacher assessment of children' reading needs.</p>	<p>Phonics and Spelling Interventions Children who continue to require phonics support are identified by the KS1 staff. At the start of Year 3 they complete a placement test and then, if required, they follow the 'The Teaching Literacy to Learners with Dyslexia - A Multisensory Approach' programme. This is completed as a small group intervention over Year 3 and Year 4.</p> <p>In addition to this, for those children requiring extra over-learning support, Toe-by-Toe (for reading) and Word Wasp(for reading and spelling) are run as a 1:1 programme.</p> <p>KS2 are following 'The Spelling Book' by Jane Considine. This includes daily and weekly spelling activities that are built on the fundamentals of teaching spelling within a system that is based in strong phonics teaching with a focus on teaching the children the connections between words, their sound associations, etymology and patterns. The Spelling Book links with the National Curriculum. Each child also has their own 'Focus Five' words</p>

* Children in Reception have 'guided reading' as part of RWI, reading words in the lessons every day and then reading their levelled books in planned groups twice a week

Home-School Reading

* Children read for pleasure and interest and choose story books and pictures to take home to share with their family from Nursery onwards

* Once children are at a certain level they begin to read the RWI Sound Blending Books at home and school before moving on to the RWI Book Bag Books. These books may be supplemented with other reading scheme titles that exactly match the letters and sounds already taught as well as matching the child's reading abilities. This allows children to deepen and extend their knowledge and to enjoy a wider range of books.

Reading across the Curriculum

* Whole class texts are carefully planned to suit the overarching topic or theme

* Print is everywhere in the learning environment and is read by adults while the children are learning to read

* Children are encouraged to use books as a source of information as well as to read for pleasure in the Reading Corner and the Reading Den. They can also access signed and 'listen

Reading in School

- Children have a guided reading session once per week with an adult (some year 1 groups will have 2 guided reading sessions)
- Story time once per day
- Daily reading in our 'reading rotation' (focussed tasks and individual, independent reading)
- Teaching of Year 1 and 2 CE words - reading and spelling - as the children come in every morning

Home-School Reading

Those children who are progressing through the RWI books will take home the RWI Book Bag book to match the RWI core book they have read in their guided reading session. They may also sometimes take home their RWI core book.

Children on Accelerated Reader will take home their book and are expected to read to an adult at least 4 times per week.

To develop - use of the online e - books from Oxford Owl to enable the children to read these at home also.

Reading across the Curriculum

- Whole class texts are used in literacy to develop skills in talking, reading and writing. They are carefully planned to

which are learnt and tested individually.

Accelerated Reader

Star Assessments completed 3 times per year to gauge current level and a 'ZPD' range that the children use to guide their reading. These will also show the reading progress of each child.

Quizzes used at least twice weekly on books the children have finished reading at home or at school. Results of quizzes used by the teacher as an aid to teacher assessment of children' reading needs.

Reading in School

Following the Power of Reading scheme the children participate in guided reading sessions with the class teacher. Each year group has at least two sessions a week. This includes listening to the teacher read, the children reading aloud and discussing the content. The scheme looks at vocabulary, inference, predicting, explanations, retrieval, summarising and also allows opportunities for writing.

The children read every day in school and this is an opportunity for adults to hear them read and write the progress in the reading records.

along' stories using the technology in the classroom (iPads, Interactive Board, CD player, interactive books etc...)

Vocabulary

* Vocabulary is carefully planned to match the topics and themes or subjects from Medium Term planning to Short Term and 'In the Moment' Planning

* Children use a widening vocabulary quickly using 'I say, you say' for important words and the meaning of words is regularly discussed

* Word games support use and understanding of vocabulary

* Displays and word banks support key planned vocabulary

* Conversations and a wide range of texts (fiction and non-fiction) help to ensure a language rich environment

teach different styles of writing.

Where possible, we link these to the foundation subjects we are studying.

- Non-fiction and fiction topic books are used during our reading rotation for independent reading. They are also used to reinforce work in a particular topic area.

Vocabulary

- Vocabulary is discussed and taught during RWI guided reading and Year 2 guided reading sessions.

- Vocabulary is a focus when talking, reading and preparing for writing tasks using our class literacy text.

- Daily story time gives opportunities to discuss and use new vocabulary.

- Vocabulary related to current foundation subject topics is discussed and displayed.

- Key word, sentence and grammar vocabulary is used and displayed in the class.

Home-School Reading

Children who are continuing to progress through the RWI books are read with twice a week in school (1:1) and are expected to read to an adult at home.

Reading across the Curriculum

English planning also follows the Power of Reading scheme and includes opportunities for the children to read shared texts within a range of genres. The children have opportunities to use the skills detailed in the guided reading sessions.

Vocabulary

When reading the shared text as a class the vocabulary is an important focus. The children have opportunities to discuss interesting vocabulary, tricky words and new unknown vocabulary. The vocabulary is explained and put into context to facilitate the children's learning.

Vocabulary that is used in current texts is displayed on the English working wall and at the front of the classroom.

Children are encouraged to improve their vocabulary with the use of class discussion and using thesauruses. Prompts for improving vocabulary are used and displayed in the class.

