

Home Reading

Your child will bring home a reading book (closely matched to their ability) each night. Please read with them and talk about the book together.

Class 1 and 2 are given reading records to bring home so that you can record what and when they have read.

These comments provide a useful overview for adults in school.

Older pupils may want to read alone and discuss what they have read. They record what they have read in their planners. There is no need to sign or comment. This is to encourage independence.

Step 1

Pupils begin their journey in Class 1 by following the Ruth Miskin programme for phonics which is validated by the Department for Education. They will start off by learning initial letter sounds. Once a group of these have been taught, they will begin to blend words. When the children are confident with this, they will bring home their first reading book (blending book) which will consist of a word on each page. Once they have completed this stage, they will get a book which has short sentences in. Then the children will begin to learn digraphs (two letters that make one sound). They will then progress through the coloured books until the beginning of Year 2.

Step 2

Pupils are then moved onto 'real' books within year 2 so that they begin to see themselves as a reader. The books have been professionally colour banded from gold to white to help transition from Read Write Inc. Teachers assess where a child will begin and they will work their way through the colours.

Step 3

When a pupil is assessed as fluent and ready, they become 'free readers', choosing books alongside adults in school. We encourage use of the 5-finger rule which helps a child know whether a book is right for them. If the pupil reads a page and has 5 or less errors, the book is suitable for them.

Daily 3

Reading is central to learning at Sand Hutton. Pupils have many opportunities across the day to read in school. Focus is given to reading in all aspects of the curriculum and pupils are given chances to read in different ways across lessons and each school day. The following language is adopted by all, to ensure pupils know that reading takes many forms and happens constantly.

1-individual reading

1:1 with an adult and to a peer or alone.

2-Guided or instructed reading

This can be adult or peer led.

3-Listen to others read

This can be to an adult, authors, visitors or peers.

Individual Reading

All pupils are heard to read regularly to an adult in a 1:1 situation. Those who may need it will be listened to more.

Home Learning

Each year a home learning theme is linked to reading, designed to foster a love of reading. This is often linked to World Book Day.

Guided and Whole Class Teaching

Step A

All pupils are placed in groups to practice learning to decode and blend using the Read Write Inc phonics programme. They progress through the colour bands, learning the set 1, 2 and 3 sounds to ensure they are able to read fluently, before focusing on comprehension skills. They are assessed regularly to ensure that they are progressing.

Step B

Groups read a mixture of poems, non-fiction and fiction extracts or complete texts with an adult. They practice reading fluently A range of strategies to decode are taught explicitly and pupils develop their comprehension skills further.

Step C

Pupils develop their skills in whole class sessions.

*A range of techniques are used by adults in all steps, including echo reading. Adult models how to read aloud and pupils echo how they read. There is a heavy emphasis on book talk but pupils also learn to answer questions in a written way.

English lessons are focused on reading too. High quality and increasingly challenging texts are used as models by teachers to model writing techniques used by authors. Poetry, non-fiction and fiction in written and screen formats are used to inspire.

Pupils who may need support

A pupil who struggles to learn the sounds, may be given extra time to practice in small groups or 1:1 with an adult or complete Read Write Inc Fast Track.

We use Project X books to help some reluctant readers who have finished the Read Write Inc programme. These books have been written with this in mind.

Those who are in Key Stage 2 who need extra phonics learning, may use the Read Write Inc Fresh Start programme which uses texts that appeal to older pupils.

We also have books available to support pupils with dyslexia and who need to recap phonics but have completed Read Write Inc.

We also use a range of SEND resources dependant on need. These may include speak functions online, coloured overlays or sentence/line markers or other versions of a text. Please speak to the SENDco if you require further information.

Resources

Pupils have access to age-appropriate tools to help them. These may be dictionaries and thesauruses, bookmarks or reading skill posters.

We also have Voxblock audiobooks available to each class which are used in a variety of ways to let children access stories.

School Library

In addition to this, all pupils are able to choose a library book each week or when they have finished, on a set day. The Class 3 librarians visit classes with our constantly updated library trolley which has a range of fiction, non-fiction, poetry, joke books. The librarians are trained to help pupils choose a book if they would like help but library books are free-choice and chosen to read for pleasure. They may need an adult to help them read it.

Class Libraries

Our class libraries are specifically chosen by teachers and the English Lead. They are audited often to ensure there is a mix of classic and modern fiction. Books are chosen to reflect current issues in society, different demographics, a range of authors and genres. Pupils often choose books. Class reading areas are presented in a user-friendly manner (front facing books) and have displays to aid choosing. Book recommendations are made by adults in school and pupils. They are rotated regularly and reflect the class learning themes. Our pupils are encouraged to use the libraries in a range of different ways to help them see themselves as readers.

Class Novels

Each day class teachers have 'story time'. This is made a priority. They share picture books and/or novels. Books are chosen specifically to inspire reading for pleasure. At times, Pupils are involved in deciding which books to read.

Engagement

We use **pupil voice** to gauge the opinions of our pupils to constantly try and improve our reading offer.

We expose our pupils to **authors** through visits and online workshops and regularly engage with them through our X account.

We invite pupils in Class 2 and 3 to apply to become **Reading Ambassadors**. They meet regularly to discuss ways in which they can promote reading across schools and get involved in lots of events. They recommend books and run playtime reading clubs. We run a **Reading after school** club too!

We invite adults to become **Secret Readers** to share a short story in a class or classes (wearing the Secret Reader hat!) We hope to expose our pupils to a wide range of role models as readers. If this is something you could help with, please contact the school office.

We hold **book swaps** and **book sales** across the year. Profits help us to ensure we can buy a steady stream of books for our class libraries. Introducing a few new books per term in this way is supported by the regular school budget put aside for books. In addition to this, a **Scholastic Book Fair** is held in the Autumn term. Your support with this is always greatly appreciated: we receive a percentage of all sales to spend on books for our School Library. Thanks to the generosity of the **PTA**, we also receive funding to update our non-fiction teacher reference books annually.

A Guide to Reading



Sand Hutton Primary School