

## READING AT ARCHIBALD



### Reading

## Archibald First School

### Reading

At Archibald First School, we recognise the distinction between **learning to read** and **reading to learn** and understand the importance of structuring the teaching of reading appropriately through Early Years, Key Stage 1 to lower Key Stage 2.

Reading is a valuable, lifelong skill that intersects all areas of the curriculum. We develop our pupils through independent and shared reading as well as cross-curricular sessions which empower them to find pleasure in reading and actively promotes the acquisition of reading skills in all subjects. We aim to support all children to achieve their reading potential.

*The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.*

(National Curriculum, DfE 2014)

### Phonics

At Archibald First School, we deliver phonics through the Letters and Sounds phonic framework: To do this, we use the Phonics Play programme which clearly supports this framework.

The acquisition of sounds starts as soon as children join school, with our youngest children in Nursery working through Phase 1 of Letters and Sounds. Daily phonics is taught in Reception and Year 1 with sessions being tailored to the children's needs. Our aim is for all children to have completed phase 5 phonics and passed the Phonics Screen in Year 1.

In Year 2, it is expected that the majority of children will move onto spelling strategies and conventions (this is linked to phase 6 phonics). Any children who have not achieved the expected standard in phonics are supported in small bespoke intervention groups.

Within Key Stage 2 (Years 3 and 4) the children have Spelling, Punctuation and Grammar sessions in addition to their daily literacy work. These are always adapted to the needs of the children. Individuals who need support with phonics receive this via intervention groups.

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To support learners, we use the Lexia and IDL programmes within Key Stage 1 and 2 respectively.

### Reading Schemes

We aim to provide a broad and balanced reading experience for the children throughout their time at Archibald.

The school uses a variety of reading schemes such as Oxford Reading Tree, Rigby Star, Big Cat and Collins which ensures that all the children have access to a wide range of books inclusive of fiction, non-fiction and poetry. The books are grouped into colour bands and phonic phases.

The children in Reception and Year 1 have their reading books selected for them by their teacher. Receiving two books a week, the children are given:

- 1) A phonic based book that correlates to their current phonics teaching and learning
- 2) A book with a theme / story including key and common exception words appropriate for their reading level

From Year 2 onwards, **once the children have successfully completed Phase 5 phonics**, the children are encouraged, and shown how, to change their own books. This gives the children a level of responsibility and independence while also allowing the children to select books that interest them! We strongly advocate that by reading books that they have chosen this will only enhance their love of books as they read for pleasure.

In terms of school books, classes will have different arrangements for changing books which are shared with parents and carers. Reading diaries are used to record engagement in home reading and share children's progress through the book band levels.

### Individual Reading

Children in Reception to Year 1 are heard read on a 1-1 basis. In Year 2 and lower Key Stage 2, any children who are working below age related expectations are supported in additional daily 1:1 targeted reading sessions.

Teachers, support staff and our 'Reading Helpers' listen to children read 1-1.

### Guided Reading

The main goal of guided reading is to help children apply the strategies they already know to a new text. Children also use their skills of retrieval, inference, questioning, predicting and summarising when reading.

Guided reading, at Archibald, begins in Reception. In small groups, the children work with the staff to learn about the basic teachings of reading a book – front cover, turning pages, discussion/comprehension, pointing to words, use of sounds.

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This continues throughout Key Stages 1 and 2. It is important that children have the opportunity to read widely, and to apply and develop their knowledge and skills across the curriculum.

Using a mixture of fiction books based on colour bands and well known authors as well as poetry books, books linked to topic work and non-fiction texts linked to current affairs allows all children's interest to be catered for as well as showing children that a whole text does not always have to be the length of a novel (which can be overwhelming for some readers), it is often a short news article. This helps children to read independently for meaning across any whole text, not just a page or sentence.

### **Class Reading**

A key aim is to develop reading for pleasure and a passion for books. To support this, each class has timetabled sessions for class reading. A 'Cheeky Five...' approach is also taken when classes have additional reading slots during the timetabled week.

Within this time, we use quality children's books to develop our reading for pleasure agenda. Texts have been chosen to ensure that each class encounters a balance of different texts types in order to successfully navigate reading with confidence (Reading Reconsidered – Doug Lemov). These are:

- Archaic Texts – texts where the vocabulary, usage, syntax and context are vastly different to modern texts.
- Non-Linear Time Sequences – events do not unfold in a sequence
- Complexity of the Narrator – a range of narrators or narrators who may have a defined viewpoint.
- Complexity of the Plot – what does it mean
- Resistant Texts – discover the meaning through hints, clues and uncertainties

In addition to these texts, teachers will select class texts based on children's interests, learning themes, and popular culture.

### **Wider Reading**

We actively encourage children to select their own books from the school library, bring books in from home and welcome suggestions regarding the texts they would like to read in future. We also encourage all parents and carers to read daily at home with their child.

### **Vocabulary**

Key vocabulary is actively displayed in each classroom on a designated literacy board. For themed work, this is added to throughout the topic. All topics begin with a vocabulary-based lesson and this is referenced throughout the teaching and learning process. The language introduced is the same for every child within a year group.

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### Library

For Nursery children, a Reading book bag is given fortnightly with stories/poems and activities to do at home. From September 2020, Reception have access to a Reception library whilst Years 1-4 continue to access the school library on a fortnightly basis.

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### Early Years

EYFS implement a reading challenge with parents. A sticker system is in place with a reward of a bookmark to help develop a love of reading right from the start.

### Nursery

- Children explore a text at the beginning of their week. This is introduced through class teaching.
- The language related to reading and books is used and modelled.
- Half termly topics are linked to a book a week to explore
- A Reading book bag is given fortnightly with stories/poems and activities to do at home
- Links are made with the local library where possible

### Reception

- Parents are invited to a reading and phonics meeting – September
- Children are all given individual reading books in Autumn 1: A phonics based book that correlates to their current phonics teaching and learning and a book with a theme / story including key and common exception words appropriate for their reading level
- Individual reading books are changed weekly
- Children are heard read every week by a member of staff, and on occasions, by a reading helper
- Guided reading is introduced at the beginning of the year
- Daily phonics sessions are delivered
- Regular assessment is carried out on which phase within Letters and Sounds children are working in
- Story book voting station: 2 books for story time are available – children vote over the day which one they would like at the end of the day/session
- Literacy sessions are focused around a book
- Half termly topics are linked to a book a week to explore
- Vocabulary display for new language
- Children are taught phonics in differentiated groups and introduced to at least 3 new Sounds a week.
- At the beginning of each phase children are sent home the words for that phase, they are then sent home a set of words at a time in a green book supporting those that have been taught in class, green books with words are checked regularly.
- Children are given tricky words in sets.

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### Key Stage 1

- Each class has a Guided Reading file
- A record of book bands is kept for all pupils and checked each half term
- Children are all given individual reading books: A phonics based book that correlates to their current phonics teaching and learning and a book with a theme / story including key and common exception words appropriate for their reading level
- **Staff are responsible for changing the books until a child is secure in their phase 5 phonics.** After this, those children who are able to, will change their own books
- Individual pupils, where appropriate, will be heard on a 1-1 basis and comments recorded in their reading diary
- Alongside the 1-1 reading at least ½ of the class will be heard read weekly during guided reading sessions. Information will be recorded on a group grid
- Learning objectives for guided sessions are taken from the appropriate assessment document, which is highlighted on an ongoing basis.
- Class teachers are responsible for monitoring reading progress (1-1 and guided readers)
- There should be an even balance between teaching staff and support staff comments within the reading diaries and reading records
- Comprehension work will take place at least every two weeks in conjunction with some groups completing guided reading sessions
- All KS1 classes have support timetabled in for support staff to aid the reading process. Teachers are responsible for allocating time for their reading or deploying support staff to 'free up' time for this to happen

### Key Stage 2

- Each class has a Guided Reading file
- A record of book bands is kept for all pupils and checked each half term
- Pupils will be responsible for changing their own books
- The vast majority of pupils will be heard read weekly during guided reading sessions, information will be recorded on a group grid
- Learning objectives for guided sessions are taken from the appropriate assessment document, which is highlighted on an ongoing basis.
- Individual pupils, where appropriate, will be heard on a 1-1 basis and comments recorded in their reading diary
- Class teachers are responsible for monitoring reading progress (1-1 and guided readers)
- Comprehension work will take place at least every two weeks

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### Appendix

<b>EYFS</b>	<p><b>Nursery -</b> Nursery rhymes, The tiger who came to tea Bear Hunt Colour Monster Hungry Caterpillar Each Peach Pear Plum.</p> <p><b>Reception -</b> Rosie's Walk The Dot Handa's surprise Dear Zoo The Lion inside Traditional Tales</p>
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### Class Novels /Texts

	Archaic	Non-Linear	Complexity of Narrator	Complexity of Plot	Resistant Texts
<b>Year 1</b>	The Magic Faraway Tree Aesop's Fables	When the Rain Comes Three Brave Women	Hey Little Ant The Days the Crayons Quit	Grandad's Island Wanted: The Perfect Pet The Lotus Seed	Tadpole's Promise
<b>Year 2</b>	The Frog Prince Where the Wild Things Are	Voices in the Park	The Wolf Story: What Really Happened to Little Red Riding Hood The True Story of the Three Little Pigs The Three Little Wolves and the Big Bad Pig	The Tunnel	Lost and Found
<b>Year 3</b>	The Wonderful Wizard of Oz	The Firework Maker's Daughter	Woof The Pebble in my Pocket	The Iron Man Who Let the Gods Out	Ning Nang Nong Poem
<b>Year 4</b>	Charlotte's Web Tom's Midnight Garden	The Midnight Fox	Max and the Millions A Series of Unfortunate Events	The Lady of Shalot	Jabberwocky

### Literacy Based Texts (fiction and poetry)

<b>Year 1</b>	<p>Paper Dolls Supertato Elmer Senses Poetry Wibble Wobble Gingerbread Man Paddington Bear Hunt Story of Christopher Columbus Tiddler Ben, Gran and the Whole Wide World Dear Zoo George and the Dragon Jack and the Beanstalk Bad Tempered Ladybird</p>	<b>Year 2</b>	<p>Tuesday Traction Man Gorilla The Owl Who Was Afraid of the Dark Hansel and Gretel Into the Forest Lila and the Secret of the Rain The Great Kapok Tree Storm Whale Flotsam Who Swallowed Stanley Leaf Eco Zico Jack and the Baked Bean/Jelly Bean Little Red Tin Forest The Tunnel Voices in the Park</p>
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Year 3	Year 4
A House in the Woods Beegu Stone Age Boy Literacy Shed- The Supporting Act Medusa – The Quest of Perseus Theseus and the Minotaur The Magic Box (Poem Kit Wright) Oh Dear (Poem Michael Rosen) Literacy Shed - Taking Flight The Wizard of Oz Escape from Pompeii The Life and Work of Mary Anning Spells-A-Popping Granny’s Shopping! Pebble in my Pocket Collective Nouns Nonsense Poems My Iguana (Poem Brian Moses)	Street Child Boy in a Dress Egyptian Cinderella Kensuke’s Kingdom Mean Dream Wonder Machine Poems from Michael Rosen Cinquains and haikus from The Works Poetry Collection Collection of Autumn Poems

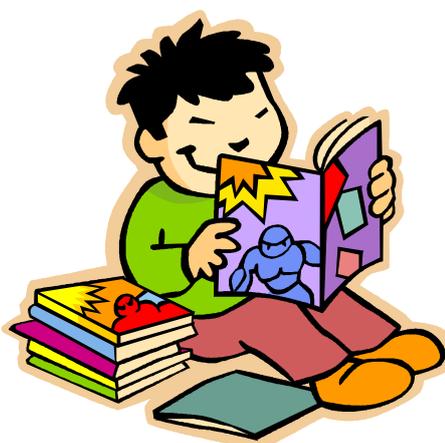
A range of non-fiction texts will also be used across the curriculum to support other areas of learning e.g. art, humanities, science, RE etc.

### Monitoring and Review

This policy will be reviewed by the Teaching and Learning Committee every three years. The co-ordinator will be expected to produce a yearly subject audit plan and positional statement to the head and governors where appropriate. They will review their subject policy annually and make amendments where needed.

**Policy Reviewed: Spring 2020**

**Next Review: Spring 2023**



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