

Reading Strategy – Redhills Primary School

Redhills Primary School believes that reading is central to a child’s understanding of the school curriculum and is of vital importance in life. Fluent readers can access a full range of life experiences and can enjoy an amazing breadth of genres and writers.

At Redhills, we aim to develop a love and appreciation of reading that will stay with children for life. We hope to achieve this through carefully planned sequences of whole-class teaching, using up-to-date strategies. We aim to use challenging and purposeful reading materials and resources within learning experiences and Guided Reading sessions and to provide a breadth and range of reading material in school.

We have **5 main aims** for reading at Redhills:

- 1) To provide a coherent approach, where reading is it at the heart of all learning
- 2) To provide an environment and culture where pupils develop a love for reading
- 3) To provide a programme where pupils progressively develop the skills of reading through a whole school systematic approach
- 4) To ensure ALL pupils make good progress in reading across all year groups.
- 5) To ensure Early Reading is aligned from a pupil’s first day of school: Read, Write, Inc. phonics programme, reading books and teachers being early reading experts.

1

To provide a coherent approach, where reading is it at the heart of all learning

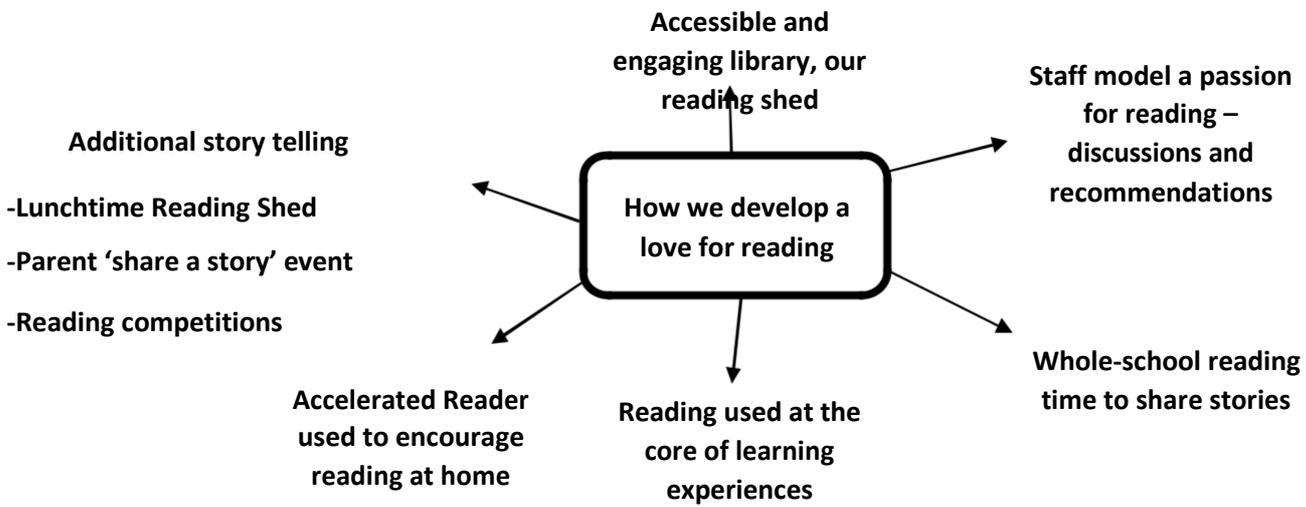
Reading is a fundamental skill for every child’s development. Prioritising reading with dedicated time during the weekly timetable will ensure that pupils experience reading across many different contexts.

Dedicated teaching time for reading	Reading to serve the curriculum	Whole-school reading after lunch	Opportunities for reading
Pupils are taught whole-class guided reading and small group phonics every day at 9.00, for a minimum of 30 minutes. KS1 have RWI for 1 hour.	Pupils use reading as a tool to build deepening knowledge and understanding across the curriculum, linked to learning experiences.	Every afternoon starts with opportunities for children to read and be read to. Children focus on 5 books per term from a range of authors; so they get to know these books inside out. (Our Fab five)	Children can use the Accelerated reader quizzes daily. As well as accessing the school library we have a reading shed on the playground for those children that want to read during other parts of the day.

2

To provide an environment and culture where pupils develop a love for reading

We develop a love for reading so that our children want to read and, subsequently, develop their fluency, comprehension and thirst for new knowledge.



3

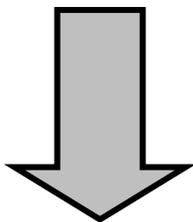
To provide a programme where pupils progressively develop the skills of reading through a whole school systematic approach

Whole-class guided reading

Reading is taught through a whole-class approach. This ensures that all pupils receive first-hand quality teaching.

Reading strategy for whole class reading– as a tool to develop coherence. 4 phases fluency and comprehension

- Decode – Use phonics knowledge to blend and segment words
- Explain – Explore and explain the meaning of vocabulary within the text
- Retrieve – Find key information from the text
- Interpret – Develop understanding of the whole text and extracts
- Choice – Understand the decision from the author for impact



1. Pre-teach – pre thinking of the text
2. Fluency – Reading the text and developing a basic understanding including vocabulary
3. Inference – Use of tools to build comprehension
4. Orchestrate – Making links beyond the text

Use of ‘reading skills’ progression document

To ensure pupils make progress and can build upon prior knowledge, the trust have created a reading skills progression document.

4

To ensure ALL pupils make good progress in reading.

Identify - Use of assessment	React
<p>Formative Assessment</p> <ul style="list-style-type: none"> • Assessment during Whole-class guided reading • Concerns of fluency reading when read with • Assessment of work in books <p>Summative</p> <ul style="list-style-type: none"> • Half-termly phonics screening (EYFS/Yr1) • Termly Rising Stars PIRA Assessment (KS2) • STAR reading assessment on accelerated reader • Fluency checks • Pupil reading levels • Half termly phonics assessments 	<ul style="list-style-type: none"> • Precision teaching – daily intervention of phonic sounds or common exception words • Targeted guided group work in class - working with the teacher on the area of need • Additional targeted group work – small group work on the area of need • Daily reading – reading with support staff/volunteers for additional reading fluency • Focused whole-class teaching – based on needs of the class. • Pre-teaching – giving children the opportunity to practise aspects of a text or phoneme-grapheme correspondences before they come up in a teaching session.

5

To ensure Early Reading is aligned from a pupil's first day of school: Phonics programme, reading books and teachers being early reading experts.

It is significant for the all pupils to develop reading from the beginning of their school journey. All staff are experts in the teaching of early reading to ensure that pupils make the best start to reading.

- 1) From Day one** – Pupils at Redhills are taught phonics from the start of reception.
- 2) Phonics Alignment** – Our pupils follow the **Read, Write, Inc** phonics programme. Teaching is planned so that pupils build upon prior phonics knowledge. The books that pupils read directly match those of the phonics scheme being taught in class. This enables pupils to apply and transfer their phonics knowledge from lessons into the books that they read.
- 3) Assessment-** Teachers regularly assess children's progress through, and within, the phonic RWI coloured levels. Interventions are given to children needing additional support so that they are able to make progress. Teachers use phonic tracking sheets, target cards and reading book records to ensure that children are making progress in reading.
- 4) Phonics Lesson Structure-** There is a consistent approach to teaching phonics across the classes and phonic phases. All lessons adhere to the RWI programme.
- 5) Continual training** – Teachers practise elements of the RWI phonics lesson plans regularly without the children to ensure that they always deliver their best teaching. Teachers also have the opportunity to team-teach, before reflecting and then perfecting their practice.