



Reading

September 2018

The teaching of reading at Gamlingay Village Primary

Reading is a vital skill which we believe is of utmost importance in order for all children to succeed. At GVP, our aim is for all children to leave year 6 as competent readers, able to tackle a range of texts and genres which they will encounter at secondary school as well as throughout other areas of their lives.

We take an approach which builds upon skills taught, ensuring progression, as well as a love of reading throughout the school.

Here, you will find details of how each phase teaches reading throughout the school.

Foundation Stage

The foundation stage classrooms are very language-rich environments. All trays and pegs have labels containing corresponding pictures and words so that children can make links with words and physical objects. This creates an immersion in words, which is inescapable. Children read individually to an adult at least once a week on a book banded book.

All children start on pre-readers, but are then assessed and moved as appropriate to their development.

Phonics is a key element to the teaching of reading in the EYFS curriculum. Phonics lessons occur for 20 minutes daily and are fun and interactive sessions.

Shared reading happens on a regular basis, and often forms the basis for learning throughout a week. Guided reading takes place as and when it is appropriate for the children.

There are many opportunities to engage in reading throughout the continuous provision; book corner, role-play activities, finger puppets, small world etc.

There are also sessions where children can access books in the library to borrow, and shared reading sessions with an older class.

High frequency words, tricky words and phonemes are all sent home.

Key Stage One

Year one all work on phase 5 phonics, working towards the phonics check. Y2 will continue working on phase 5 if necessary, otherwise they will be working within phase 6.

Guided reading occurs in both years 1 and 2 on a regular basis. A traditional carousel model is used in coloured bands with 1 guided session for each group per week with an adult. All follow-up activities involve reading.

Year 1 have 1:1 reading with an adult on a weekly or fortnightly basis, as do those in year 2 who need the support.

All children in year 1 and 2 follow the reading scheme and are assessed and moved within the scheme as appropriate.

Reading will often take place within phase one of an English unit of work, looking at a range of fiction and non-fiction texts. English and topic lessons are often linked, and all topics have a good supply of books which can be accessed by the children.

Each class reads a class text on a regular basis. Linked to this is a shared read which happens once a week as a whole class and involves questioning the text and exploring themes within it.

Each class has a book corner, and visit the library once per week.

Lower Key Stage Two

In LKS2, whole class reading lessons are taught 2-3 times per week. In each lesson there is a clear objective, and children will have written evidence of this at least once a week. Observations will be made on post-it notes and kept in the reading file when appropriate. These lessons will often be topic related, but not always.

Struggling readers will have a 1:1 session with an adult regularly, and all children follow the reading scheme for independent reading, in which they are assessed and moved regularly.

Reading will also take place during phase one of an English unit of work, and often during topic work.

Upper Key Stage Two

Both years 5 and 6 teach whole-class reading lessons. The format of these may change throughout the year (especially in year 6).

Year 5 will continue to have a text-based approach, which will focus on different objectives, and they will produce a range of written outcomes from

these sessions, as well as having the opportunity to listen to and discuss a range of themes from the text.

For the Autumn term, year 6 will also adopt this approach. From the spring term, year 6 may work more from the reading SATs buster books, focussing on how to answer SATs style questions around a text. There will, however, still be whole-class reading of this text and discussion around it. They will revert to book based reading lessons in the summer.

PEEL (Point, Evidence, Explanation, Link) is used in years 5&6 as a way for children to answer questions on a text using evidence and quotations to justify their answers.

For struggling learners, they may have reading lessons in a smaller group with a differentiated text which is more closely matched to their needs.

Reading will always take place during phase one of an English unit of work, and will directly link to the written outcome. Reading will also often take place around the whole curriculum: Fact files and research in topic; word problems in maths; dictation passages in spellings.

1:1 reading takes place with TAs for those who need it, and phonic interventions take place where required.

Comprehension cards are used as an intervention for children to hone skills in referring to a text to answer questions, and this takes place on a weekly basis.

Both classes also have a whole-class text which is read regularly.

Children are expected to read independently, but not necessarily from the reading scheme. They are expected to read texts of their choice, and complete an independent activity at home, from a range provided, to show that they have understood the text they have read. Both classes keep a record of this to check all children are reading independently on a regular basis.