



READING OFFER

'You can find magic wherever you look,
Sit back, relax,
All you need is a book.'
-Dr. Seuss

Intent

At Sedgeberrow CE First School we value reading as an essential skill at the heart of learning and our aim is for all children to develop effective decoding and comprehension skills from an early age while also fostering a passion and lifelong love for books. We want our children to relax with a book and find that magic!

Reading permeates every aspect of school life at Sedgeberrow from our inspiring woodland library in which whole classes can read and choose their reading books, to creative reciprocal whole class reading sessions, from stories shared in worship and the access to high quality texts used in English lessons, as well as cross-curricular material planned in topic lessons and vibrant displays around the school and of course, the celebration of World Book Day every year. The essential skill of reading is an important foundation for all learning and our intention is that all the children will read easily with confidence, fluency, expression and understanding while acquiring a wider vocabulary.

Learning to read is about listening and understanding as well as working out the words in print. Through hearing stories, children are exposed to a rich and wide vocabulary. This helps them build their own vocabulary and improves their understanding when they listen, which is vital as they start to read. Even if a child doesn't understand every word, they'll still benefit from hearing new sounds, words and phrases which they can then experiment with, copying what they have heard. This is why we highly value storytelling and make it a priority in every class so the children are regularly read to by an adult; they can listen and learn which influences their understanding of texts, their spoken language and written word while reading skills such as fluency and expression are modelled by the adult.

As soon as the children join us in Reception, they are able to take a book home which is matched to their phonic and reading ability. We encourage all our children to read daily at home and give their families as much support as we can in doing this because we believe that practice is the key to progress. We listen to the children read on a 1:1 in school to practise reading skills and review progress.

We aim to encourage reading for pleasure so that each and every child willingly picks up a book, not because they have to but because they want to. Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.

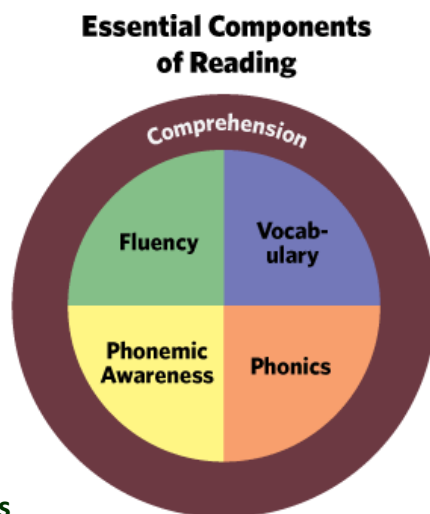


‘Everyone is a reader....some just haven’t found their favourite book yet.’ - Anonymous

This is our purpose and by exposing children to a range of text types, authors, traditional tales, the latest publication by a renowned author and material that helps them to learn about history, has a multicultural setting or about inspirational people, we hope that each child will find *that* book which initiates their love for reading.

Implementation

Learning to read is a process made up of five essential components known as the 'pillars of reading'. In order to become a confident and competent reader then a child needs to be accomplished in all five pillars. At Sedgeberrow First School we have built a reading philosophy based on these pillars.



1. Phonemic Awareness

This is where children learn to identify, manipulate and substitute small units of sound which uses the building blocks of speech to read. This usually begins in a pre-school setting and will continue at the beginning of Reception.

2. Phonics

This is when children learn to use the sounds in speech and apply them to decoding the written word - linking sounds and matching them to letters to formulate words. Phonics is taught throughout Reception, Year 1 and in Year 2. In Year 1 all children sit a national Phonics Screening Check. Phonics catch up programmes, such as 'Rapid Phonics' are used where necessary in Key Stage 2. We use 'Letters and Sounds' as our Soft Phonics Program.



3. Fluency

This is the ability to read accurately, quickly and with expression - a bridge between word recognition and comprehension. Adults in school read to children regularly to model this essential skill.

4. Vocabulary

Defining the meaning of words is a very important skill and at Sedgeberrow we help children gain a better understanding of the meaning of words through Reciprocal Reading which leads to greater comprehension skills.

5. Comprehension

This is a crucial skill that we start to develop at an early age. Being a critical thinker is important and we enable our children to extract meaning, evaluate information and process ideas. We use Bloom's Taxonomy as a guide and develop the skills of analysing, applying, understanding, creating, remembering and evaluating to enhance their comprehension skills.

We help our children to develop skills within the five pillars of reading from an early age through a range of activities and experiences which include:

- Daily phonics sessions in Reception and Key Stage 1 which focus on letter sounds and the skills of decoding, segmenting and blending based on the 'Letters and Sounds' document.
- Recognition of high frequency words and common exception words which we call 'tin words' and these are sent home in packs for the children to learn from sight.
- Shared reading where an adult models the use of expression and fluency as well as encouraging children to join in where appropriate.
- Daily Reciprocal Reading lessons from Year 1 to Year 5, which develops the skills of prediction, clarification, reading, questioning and summarizing.
- A Reading Spine for each year group which is a list of recommended books that the children are encouraged to read during the year. These books are available to borrow from the school library.
- A Free Reader Challenge, which recommends a list of books to children who have completed all the coloured banded books up to Dark Red and this aims to develop, broaden and deepen their reading skills and expose them to reading material they may not otherwise come across. A certificate is presented when they accomplish the challenge.
- Big Read lessons which involve comprehension quizzes and other activities such as reviews, character portraits and fact finders, which focus on the skills of analysing, applying, creating, evaluating, remembering and understanding based on Bloom's Taxonomy.
- Drama where the children explore plots and characterisation as they act out stories or participate in role play.
- Story mapping which is a part of Talk4Writing and helps children to sequence and remember a story.
- Regular reading at home and in school using colour banded books based on the Oxford Reading Tree Scheme.
- Borrowing a book to share from the library with their family at home.



- Online reading material and comprehension quizzes on 'Bug Club' which the children can access at home.
- Regular visits to the school library so that children are exposed to different text types and authors.
- Reading Buddies where older and younger children are paired together to share a book.
- The celebration of World Book Day which promotes the enjoyment of reading.

Reciprocal Reading

This is a structured approach to teaching the skills of predicting, clarifying, questioning and summarising, that students can use to improve their reading comprehension, which is part of our daily timetable from the end of Year 1 onwards. Initially, students develop their use of these skills and strategies by observing a teacher and doing activities guided by the adult. This is followed by opportunities for students to work in groups and ultimately, the aim is for students to use the strategies with increasing independence. During reciprocal reading sessions, the children are exposed to a range of text types (fiction, non-fiction and poetry) to further develop their understanding of structures, layouts and vocabulary associated with a specific text type.

Impact

We closely monitor our children's reading skills and through conversation and on-going dialogue we gauge their attitudes towards reading. As well as continuous formative assessment, we also use summative assessment to track progress. Termly PIRA assessments are used from Year 1 to Year 5, producing standardised data which enables us to track progress, predict future performance and benchmark against national averages. The children take the Phonics Screening in Year 1 and KS1 SATs in Reading at the end of Year 2. We also celebrate reading through themed days and reward children for regular reading at home. When support is needed, interventions can be planned to ensure that all children progress and develop this essential life skill.