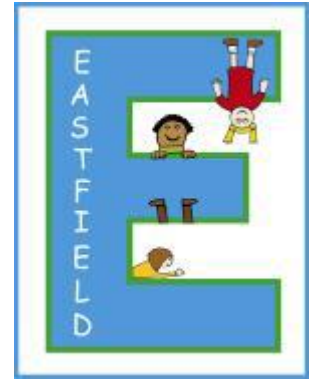


Reading at Eastfield Primary School



In **English** our aim is to develop a strong command of the spoken and written word, and to develop a love of books through widespread reading for enjoyment. We do this through units of work built around high quality texts, books and stories that build children’s skills through a range of activities. Children will be taught fiction, non-fiction and poetry and the structure and language features of particular text types through shared, group or independent activities and whole class sessions. A range of teaching strategies will be used for these activities including, independent reading, shared and echo reading, reading comprehension, Talk for Writing, Vocabulary Ninja, phonics (Rocket Phonics), handwriting (Kinetic letters), SPaG sessions and reading fluency lessons.

All classes learn how to read using high quality texts as a starting point linked to their termly theme and/or the unit of work being studied. Reading skills including decoding, skimming, scanning, along with the reading domains including author voice, vocabulary comparison, inference, summary and prediction are taught and practiced independently during English lessons.

Strategies used at Eastfield:

Shared/Echo Reading (reading with children)

Shared Reading is an interactive reading experience that occurs when children join in or share the reading of a book or other text while being guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression. The shared reading model uses texts on the SMART board or multiple copies of the same book.

Shared reading is an instructional approach that involves an adult working with the whole class or with a small group of children. The text offers challenges and opportunities for problem solving, but is appropriate for children to read with some fluency. The adult helps children to learn to use reading strategies, such as context clues, letter and sound knowledge, and syntax or word structure, as they read a text or book that is unfamiliar to them. The goal of shared reading is for pupils to use these strategies independently on their way to becoming fluent, skilled readers. It is also to extend and challenge more-able groups of children.

The shared reading scheme at Eastfield is based on Rising Stars Reading Planet which includes, lift off, lift off first words, rocket phonics, comet street kids, galaxy and astro books. Sets of shared readers are for use in class or with small groups of children (4-6 children) with either the class teacher or support teacher.

	Autumn	Spring	Summer
ES	Talk about wordless books- ORT and Phonics work through Alphablocks. Our aim in the Autumn term is for children to be able to handle books correctly, talk about them and be able to begin to build their phonic knowledge	Read and Respond 1/2 a term on each book We're going on a bear hunt Handa's Surprise	Shared Reading books linked to phonics
Y1	Shared Reading books linked to phonics Rosie's walk – 3 weeks (one class uses the text while the other class continues with phonically decodable books from the scheme and then swap)	Spr 1 – Read and respond for 3 weeks and then swap book Aliens love underpants – 3 weeks Spr 2 – Shared Reading books linked to phonics	Sum 1 – Shared Reading books linked to phonics Sum 2 – Read and Respond The Lighthouse Keepers lunch for 2 weeks / Shared Reading books for rest of 1/2 term
Year 2	Shared Reading books linked to phonics	Spr 1 – Read and respond for 3 weeks and then swap book	Spr 1 – Shared Reading books linked to phonics

	Room on the Broom – 3 weeks (one class uses the text while the other class continues with phonically decodable books from the scheme and then swap)	Owl babies – 3 weeks Spr 2 – Shared Reading books linked to phonics	Spr – 2 Read and respond Winnie the Witch for 2 weeks / Shared Reading books for rest of 1/2 term
Year 3	Shared Reading books linked to phonics Aut 2 – Read and Respond book The Stig of the Dump (links to Narrative unit Adventure and Mystery)	Shared Reading books linked to phonics Spr 2 – Read and Respond book George’s marvellous medicine	Shared Reading books linked to phonics Sum 2 – Read and Respond – The Magic Finger (links to Narrative unit Stories with Familiar Settings)
Year 4	Shared Reading books Read and Respond – The Iron Man (links to Narrative unit Stories with Imaginary Settings)	Shared Reading books Read and Respond – Bill’s new Frock	Read and Respond – Charlotte’s Web (links to narrative unit Stories With Issues and Dilemmas) Read and Respond – Hetty Feather (links to narrative unit Stories With Issues and Dilemmas)
Year 5	Read and Respond – Percy Jackson and the Lightning Thief (links to Narrative unit Stories From Other Cultures)	Shared Reading books Read and Respond – The Highway Man (links to Narrative / Poetry unit Classic Narrative)	All term Read and Respond – Street Child (links to Narrative unit Novels)
Year 6	All term Read and Respond – Journey to the River Sea (links to Narrative unit Extended Narrative) Tales of the Beadle’s Bard – J K Rowling	All term Read and Respond - War Horse (links to Narrative unit Author and Texts)	All term Read and Respond – Boy in the Striped Pyjamas (links to Narrative unit Fiction Genres)

Independent Reading (reading by children)

Independent reading time, or sustained silent reading, is a critical component of a well-designed reading program. Children read, applying what they have been taught, giving the children the opportunity to put what they have learned into practice as soon as possible. Reading independently for sustained periods helps children build fluency and become self-reliant readers as well as develop their vocabulary, comprehension, word attack skills, and stamina, and a love of reading.

Home Reading (reading by children)

All children have a book bag, reading book and reading record which they need to bring to school at least once a week as books will be changed and sent home on a Friday. Children also have the opportunity to read multiple books at home via our reading planet online. Over the week, we will provide opportunities for children to be 'heard read' from a number of different adults. The school actively encourages parents to read with their children.

Class teachers will keep records of the books read by the children and reading certificates are awarded following our reading scheme of 'reading around the planets'.

- 10 books (Bronze)- Superstar bookmark
- 15 books (Silver)- Superstar pencil
- 20 books (Gold)- Ruler
- 25 books (Diamond)- Superstar badge
- 35 books (Platinum)- Superstar Pen

Phonics

Eastfield are a partnership school with Rocket Phonics which is a DfE approved phonics programme. Phonics will be taught as a standalone lesson on a daily basis which is also embedded during daily English lessons in Y1 and Y2.

Below is an expectation of what children in Reception, Year 1, Year 2 will be focusing on each half term.

Reception Half Termly expectation

Autumn 1	/s/ as in sun /a/ as in apple /t/ as in tap /i/ as in insect /p/ as in pan /n/ as in net l, the, go, to, no, into	/m/ as in mouse /d/ as in dog /g/ as in goat /o/ as in octopus /k/ as in cat /k/ as in kite
Autumn 2	/k/ as in duck /e/ as in elephant /u/ as in umbrella /r/ as in rabbit /h/ as in hat /b/ as in bat l, the, go, to, no, into	/f/ as in frog and cliff /l/ as in ladder /l/ as in shell /s/ as in dress Double consonant letters Two syllable words
Spring 1	/j/ as in jug /v/ as in van /w/ as in web /k+s/ as in fox /y/ as in yellow /z/ as in zebra and puzzle he, she, we, me, be, was, my, you, her, they, all, are	/z/ as in bugs /k+w/ as in queen Consolidation
Spring 2	/ch/ as in chick /sh/ as in sheep /th/ as in thumb and feather /n+g/ as in ring /ai/ as in train /ee/ as in bee he, she, we, me, be, was, my, you, her, they, all, are	/igh/ as in light /oa/ as in boat short /oo/ as in book long /oo/ as in moon Consolidation
Summer 1	/ar/ as in car /or/ as in fork /ur/ as in purse /ou/ as in owl /oi/ as in coin /eer/ as in ear some, one, said, come, do, so, were, when, have, there, out, like, little, what	/air/ as in chair /y+oor/ as in manure schwa /uh/ as in hammer Consolidation
Summer 2	/w/ as in wheel /f/ as in dolphin /ai/ as in crayon /ai/ as in cake /ai/ as in acorn /ee/ as in scene some, one, said, come, do, so, were, when, have, there, out, like, little, what	/ee/ as in shield /ee/ as in peach Consolidation

Year 1 Half Termly expectation

Autumn 1	/igh/ as in child /igh/ as in time /igh/ as in pie /igh/ as in spy /oa/ as in rope /oa/ as in snow some, one, said, come, do, so, were, when, have, there, out, like, little, what	/oa/ as in toe /oa/ as in piano /ee/ as in happy /ee/ as in key Consolidation
Autumn 2	/y+oo/ as in unicorn short /oo/ as in push /y+oo/ as in cube long /oo/ as in flute /y+oo/ as in statue long /oo/ as in blue oh, their, people, Mr, Mrs, looked, called, asked, could, water, where	/y+oo/ as in news long /oo/ as in screw /ur/ as in herbs /ur/ as in bird /ou/ as in cloud /oi/ as in toy
Spring 1	/or/ as in astronaut /or/ as in strawberry /oa/ as in shoulder long /oo/ as in soup short /oo/ as in should /ar/ as in father and palm /ur/ as in pearl and World who, again, thought, through, many, laughed, because, any, eyes, friends, once, please	/eer/ as in deer and here /air/ as in square, bear and there /or/ as in ball /or/ as in four /or/ as in core /or/ as in door /or/ as in daughter
Spring 2	/s/ as in celery /f/ as in giraffe /s/ as in bread /s/ as in house /s/ as in fence /k/ as in School oh, their, people, Mr, Mrs, looked, called, asked, could, water, where	/sh/ as in chef /f/ as in bridge /f/ as in package /uh/ as in mother Consolidation
Summer 1	/ul/ as in bottle /l/ as in mixed /d/ as in drilled /m/ as in comb /n/ as in knot /n/ as in sign oh, their, people, Mr, Mrs, looked, called, asked, could, water, where	/r/ as in writing /ch/ as in hatching /zh/ as in treasure, television, collage Consolidation
Summer 2	/ch+u/ as in picture /f/ as in pyramid /s/ as in scissors /s/ as in whistle /o/ as in watch /sh/ as in station who, again, thought, through, many, laughed, because, any, eyes, friends, once, please	/sh/ as in musician /sh/ as in percussion Consolidation

Year 2 Half Termly expectation

Autumn 1	/ai/ ai, ay, a-e, a, eigh, ei, ea, ey /ee/ ee, e-e, ie, eo, y, ey, e /igh/ igh, i, i-e, ie, y /oa/ oa, a-e, ow, oe, o homophones and near-homophones suffixes
Autumn 2	/w/ w, wh /i/ i, ff, ph long /oo/ oo, u-e, ou, ue, ew /y+oo/ u, u-e, ue, ew short /oo/ oo, u, oul /ar/ ar, a, al possessive apostrophes suffixes
Spring 1	/or/ or, au, aw, al, ar, a /ar/ our, are, oor, augh /ur/ ur, er, ir, ear, or /ou/ ou, ow /oi/ oi, oy contractions suffixes
Spring 2	/eer/ ear, eer, ere /air/ air, are, ear, ere /s/ s, ss, c, se, ce, sc, st /l/ l, g, dge, ge homophones and near-homophones suffixes
Summer 1	/t/ t, tt, ed /d/ d, dd, ed /n/ n, nn, kn, gn /m/ m, mm, mb /k/ c, k, ck, ch /r/ r, rr, wr /l/ l, ll /ul/ le, il, al, el possessive apostrophes suffixes
Summer 2	/i/ i, y /o/ o, (qu)a /e/ e, ea /zh/ s, si, ge /ch/ ch, tch /ch+u/ ture /sh/ sh, ch, ti, ci, ssi contractions suffixes

Rocket Phonic books

The home reading scheme for children at Eastfield Primary School are the Rocket Phonic books which are a mixture of independent readers, fiction, non-fiction and pocket reads. The books are situated on book shelves in the corridors around school. The books are organized and labelled in colours, lilac through to black. Free reader books can be found in the library. This is the typical progression and expectation of coloured book bands reading.

Children in Reception, Year 1 and Year 2 have a home reading book that matches their current phonics level.

This allows children to apply their phonic skills and knowledge outside of the phonics lesson both in school and at home. Phonetically decodable books are a mixture of fiction and non-fiction books by 'Rising Stars Rocket Phonics' and 'Collins Big Cat Phonics'.

Early Phase	Lower Phase	Upper Phase

SEN Readers

Children with SEN will receive additional support and interventions planned by teachers to further develop their phonics and reading skills. We also have a range of books which are designed to engage children in reading, whilst the reading level is pitched to their current reading age/level.

Story time

Story time happens daily, usually at the end of the day providing a quiet time for children to unwind before going home. Members of staff will use books from their book boxes linked to their focus author / theme books.

Year group	Planned Author linked to texts	Class Author (end of day story, World Book Day, Class Reading / Book displays)	Multicultural Author
Reception	Mick Inkpen	Allan Ahlberg	Ken Wilson-Max
Year 1	Nick Butterworth	Claire Freedman	Nathan Bryon
Year 2	Julia Donaldson	Dick King-Smith	Floella Benjamin
Year 3	Raymond Briggs	Roald Dahl	Swapna Haddow
Year 4	Shoo Rayner	Jacqueline Wilson	Renee Watson
Year 5	Charles Dickens	Jeremy Strong	Benjamin Zephaniah
Year 6	Michael Morpurgo	J K Rowling	Malorie Blackman

Library

There is a wide range of books within the library which can be accessed by pupils and teachers to read at home or use within their classrooms linked to a range of subjects. Each class will have a designated slot to go and use the library to promote a love of reading and reading for pleasure and will also be able to book additional slots if they feel the need to use the library. Each classroom also has a collection of books forming part of their 'reading corner,' appropriate to their children.

Reading Comprehension

Identifying words on a page does not make someone a successful reader. When the words are understood and transcend the pages to become thoughts and ideas then you are truly reading. Comprehension therefore is the capacity for understanding those thoughts and ideas. Applying what you have read and understood becomes the successful conclusion. During shared, reading and home reading sessions we use a variety of questions, including: literal, deductive, inferential and evaluative to improve the children's comprehension skills. Comprehension skills are also taught indirectly across the curriculum in other lessons.

Talk for Writing

Throughout the school children learn to internalise texts through a strategy called Talk for Writing (T4W). The intention is that by learning stories off by heart, the children learn the components of stories and can then draw upon these when having to invent a new story. Children should be able to orally retell a story fluently. Thus, the act of story-making is made easier, as the writer knows exactly where the story is going. All they have to do then is focus on the quality of what they are putting into the story to make it come alive.

The Process

Listen to the story



Re-tell the story

- 1) join in with adult
- 2) moving to story mapping (draw a story)
- 3) re-tell in pairs using story map (Babble Gabble), amending map according to retelling.
- 4) opportunity for individual to retell story to the class



Teacher modelling writing story from graphic representation (e.g. story map)



Children write story

Both independent and guided writing time needed.



Review / evaluate / self-assessment / peer assessment

Reading Journals

Reading journals can provide space for reflection and evaluation. Evidence can take a variety of forms such as: Jottings, notes, diagrams, grids, charts, mind maps, questions, poems, observations on a post-it note, reading lists, book reviews etc.

Journals enable children to speculate and hypothesise and allow them to collect ideas that they may come back to later when discussing and writing about texts. Journals also provide teachers with valuable evidence of what children can do when working away from the shared reading group or teacher-led activity.