

John Blow Primary School Early reading and reading overview and guidance

We firmly believe reading is a lifelong skill. This can be nurtured and fostered by the partnership between school and home to support pupils in order to develop a lifelong love and appreciation of reading. As a partnership, school will teach the mechanics of reading; expose children to a love of a wide range of cultural, contemporary, historical, informative and interesting texts; along with a breadth of general and subject specific vocabulary. As part of our partnership we ask parents to practise/reinforce reading habits by reading at home. We all know that it is these memories that children carry with them of when they snuggled down for a night time read (and maybe a sneaky hot chocolate) with mum or dad!

Phonics

In Foundation, Y1 and Y2 phonics is taught daily. Phonics screening takes place in June for Y1. Pupils that do not achieve the required score resit in Year 2. Our phonics programme of study is based upon Phonics Shed. Through the delivery of this scheme, children will access phonics through songs, rhymes and characters to support them with their reading and writing. Children will be given individual logins for Phonics Shed, where they can access phonics games and eBooks at their level to support them to embed the knowledge they are learning at school.

Children will also be given reading books from school which match the phonics that children are learning in sessions at school. It is advised that children read each book **at least twice**. The first time a book is read, the focus should be on decoding words accurately, without stopping too much. The second time, children should be more confident in decoding the words, and there are opportunities to discuss the content of the book: explaining the meaning of vocabulary, linking stories to your own experiences and other stories. Reading books will be changed regularly. We would also encourage children to read for pleasure, which includes reading your own books from home.

All pupils are provided with a reading diary to log reading, and to communicate through for both school and home.

Foundation pupils are expected to share a book daily at home

KS1 Pupils are encouraged to read for at least 10 minutes a day at home

KS2 pupils are encouraged to read for at least 20 minutes a day at home

From Foundation, pupils will work through coloured-book bands, linked to the application of their phonological knowledge. When a pupil has developed a mastery of decoding and comprehension they will be a free reader. The progress through these will be continually assessed by the class teacher. Free reader pupils will select books from the range of free reader books provided in their respective classrooms. The remaining pupils will continue on levelled texts, which they must read at least three times a week, along with a book of their choice to continue to foster ownership and a lifelong love of reading.

Within school, reading is taught continually through sharing class texts, the teaching of phonics and spelling strategies, the teaching of close reading, rainbow grammar, quality first teaching of reading into writing, Talking books (our RSE scheme), reading aloud, drama, individual and group interventions, one to one reading and teachers sharing their own reading habits.

Reading assessment

Foundation: A teacher will hear pupils read at least once a week. Pupils are provided with daily reading opportunities as part of the EYFS provision.

KS1: Pupils are heard to read by an adult at least once a week. Depending on the pupil, this could increase up to daily.

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KS2: Reading diaries to be monitored weekly; 100 word counts at least once a half term on every pupil; through close reading; and reading assessments (including termly formal reading tests). Pupils still on Book Bands/Reading recovery levels will be heard to read by a teacher/teaching assistant in school at least once a week.

Reading behaviours are encouraged through: rewards; reading challenges (whole school and class); World Book Day; participation in events i.e. Empathy Day, Pyjamarama; library visit; reading for pleasure cafes; assemblies; special assembly; parents workshops; Buddy partners; Reading Ambassadors; author visits and online workshops, children's work being published.

Due to our dedication and love of reading, this year we are working towards Bronze level Reading Pledge to acknowledge all the hard work of staff, parents and pupils.



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Book Band	Reading recovery level	
<u>Lilac (Level 0)</u>		
<u>Pink (Level 1)</u>	1	
<u>Red (Level 2)</u>	3-5	
<u>Yellow (Level 3)</u>	6-8	
<u>Blue (Level 4)</u>	9-11	
<u>Green (Level 5)</u>	12-14	
<u>Orange (Level 6)</u>	15-16	
<u>Turquoise (Level 7)</u>	17-18	Y1 standard
<u>Purple (Level 8)</u>	19-20	
<u>Gold (Level 9)</u>	21-22	Year 2 standard
<u>White (Level 10)</u>	23-24	Emerging Year 3 standard
<u>Lime (Level 11)</u>	25-26	
<u>Brown (Level 12)</u>	27	Year 3 standard
<u>Grey (Level 13)</u>	28	Year 4 standard
<u>Dark Blue (Level 14)</u>	29	Year 5 standard
<u>Dark Red (Level 15)</u>	30	Year 6 standard
<u>Black (Level 16)</u>	31	
<u>Black Plus (Level 17)</u>		