



Reading at Great Easton Primary School

Reading aims and intentions

At Great Easton Primary School we recognise that reading is one of the most important skills that children learn during their time with us as it underpins all learning across the entire curriculum. Reading extends children's knowledge, widens their vocabulary and develops their ideas. We want to help them develop essential literacy skills which are functional, providing them with the opportunity to reach their potential whilst at school and after they leave. We believe that creating a love of listening to and reading stories has many benefits as well as the academic rewards. Teaching children about lives different to their own but equally, allowing them to see themselves reflected in the books that they read.

What we offer

Reception and Key Stage 1 children will have daily phonics sessions – As a school we follow the Sounds-Write scheme of work. They will also have daily story time which will include time to discuss and analyse stories read. Enabling children to make links with our learning and their own lives and experiences.

Children are given a reading book which is linked to the sounds that they are learning at school or a sound which has been identified that the child needs to revisit. These reading books are fully decodable and linked closely to our phonics scheme. They slowly introduce the new sounds as they are taught so that children can practice their newly acquired knowledge. Once children are reading proficiently, they will move away from the numbered boxes and move to a wider range of reading materials. All these books are numbered for progression purposes. These contain a variety of different reading schemes with a mixture of 'real' fiction and non-fiction materials.

We encourage children to read the book 3 times with an adult at home. The first read allows the child to practice decoding the words, the second read helps support reading fluency whilst the final read enables them to read fluently, confidently and with expression. We also ensure that each child is listened to by an adult at least once a week.

Key Stage 2 children will receive 3 discreet whole class reading lessons a week. In these sessions there will be a mixture of reading practices. Tracking whilst an adult reads, individual reading, echo reading and partner reading. They will also get daily opportunities to read to themselves as well as listening to an adult read carefully selected novels.

All children also have access to our brilliantly stocked school library!

Reading Spine

Hearing stories is such an important part of children's literacy development throughout the whole of Primary School. Therefore we have created a diverse and wide range of genres, narrative types and authors for the children to explore.

For each year group there is a book that links to each of these categories;

Fantasy, Classical, Real life, Sci-fi/adventure, Different cultures and Inclusive

This ensures that our children are exposed to differences in our world which promotes the empathy which we as a school believe in so highly.

(Link to reading spine doc)

Assessment

At GEPs children are assessed termly using Rising Starts PIRA tests, these results are collected and analysed by English leads and SLT.

Children are also assessed by adults reading with them to select and choose the right reading book for them. For those still learning phonics, any gaps will be plugged by our phonetically decodable books which focus on specific sounds to enable practice on the focussed sounds to enable fluency.

Support and Intervention

For KS1 children missing sounds, we do not believe that they should be removed from phonics sessions for 'catch-up' instead they will be grabbed for short and focussed interventions at varied points in the day by adults. We believe that little and often is the best way to ensure that these gaps are plugged and we intend to keep them fun so that children do not become disenfranchised with reading.

We also run reading interventions for those children in KS2 whose fluency and phonetic knowledge is hindering their comprehension and understanding of texts.

