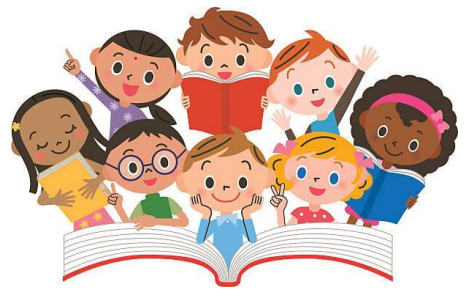


The Teaching of Reading at Collingwood Primary

At Collingwood Primary School we aim to make all of our pupils readers. We aim to ensure a balanced mix of approaches to reading so that our pupils achieve: the skills required, a positive attitude and confidence as well as interest and a life-long love of literature. We aim to make exciting texts accessible to pupils via stimulating classroom reading areas and inviting library areas which cater for all abilities with the inclusion of appropriately levelled books.



We aim to provide all children with stimulating, appropriate home reading books to share with parents as soon as they are ready. These include a RWI 'book bag' home reader (a reading book linked to current phonics learning), a supplementary Oxford Reading Tree Decode and Develop reading scheme book, and a story book chosen by the child at an appropriate level. In addition Reception and Key Stage 1 children will take home speed sound charts and word cards to support their learning (phonics, high frequency words and common exception 'tricky' words).

Phonics programme

We follow the RWInc systematic synthetic phonics programme from Nursery until the completion of the programme. Throughout Foundation Stage and Key Stage 1, children are regularly assessed and placed into specifically targeted phonics groups which cater for their stage not age. Phonics groups continue into Year 3 and 4 for children who have not yet completed the programme.

A Fresh Start programme is provided in year 5 and 6 for children who still need additional support with their reading. This intervention replaces the FUNdamentals (basic skills) session to ensure the ability to read is the primary focus.

FUNdamentals and whole class reading

Once children have completed the RWInc programme, staff will progress onto reading objectives which are specific to the child's year group or stage. They will engage with stimulating texts reading both extracts and full texts across the week/s, reading independently, in Talk Partners and chorally as a table or class. Teachers will plan activities which will develop children's skills in reading comprehension: unpicking key language, reading 'around the word', skimming and scanning, using inference and deduction skills to develop

meaning, predicting what may happen and summarising events that occurred. Regular reading opportunities will help children develop fluency and stamina.

English lessons

In addition to the phonics sessions/FUNdamentals sessions, teachers will plan at least one session per week of English with a specific reading focus. This will involve discussion around a whole class central text which is unpicked and discussed in depth, honing skills in inference and deduction. These sessions will aim to address reading objectives specific to the class's stage or National Curriculum for their year group.

Individual 1:1 reading

Teachers/TAs will aim to independently hear children read once a week and those requiring extra support (red readers) more frequently. 1:1 reading should provide a valuable opportunity to assess: the progression of children's development, clarify that the child is reading a book appropriate to their stage, determine the frequency of home reading and to develop comprehension skills. 1:1 reading should occur: first thing in the morning by a teacher or TA, sporadically throughout the day at appropriate intervals and during an assembly slot.

Guided & reciprocal reading

Children will be divided into guided reading groups which will involve a small number of children at the same stage sharing and unpicking a text. This will involve using the 4 main reciprocal reading strategies: predicting, questioning, clarifying and summarising. Teachers will use a Guided Reading assessment file which will contain all the relevant assessment information for individuals. A focus should be identified for each session and teachers will record responses given against children's stage objectives. These sessions will be marked in with a GR in a teacher's green record book. Guided reading sessions will predominantly occur during an assembly slot but opportunities should be taken for additional sessions wherever possible.

Interventions

In Early Years, interventions will focus specifically on RWInc 1:1 interventions; phoneme recognition, blending and the reading of 'tricky words'. In Key Stage 1 and 2 children needing additional support will be offered the BR@P (Boosting Reading@ Primary) intervention, which

has proven results enabling children to bridge the gap to their peers. IT based programmes are also utilised with a targeted approach where appropriate.

Assessment

Staff will assess the children formatively throughout the year through 1:1 reading, whole class/shared reading and Guided Reading sessions, recording progress on individual NTaG sheets. In addition children from year 2 onwards will sit more formal reading comprehension tests drawn from Test Base termly. Both formative and summative testing will be used to determine an accurate picture of a child's attainment. Salford Reading Assessments provide a measure of reading age and the YARC Reading Assessment is used to provide a more diagnostic assessment of reading. Regular RWI assessments throughout the year will ensure children are taught in homogenous groups at an appropriate level.

Reading Schemes

- RWI classroom books and corresponding 'book bag' books for home.
- Oxford Reading Tree (Develop and decode and Floppy's Phonics)

- Project X Origins
- Project X Aliens Adventures
- Reading Ladder
- Rigby Star
- Treetops
- Storyworlds
- PM Readers

