



Edna G Olds Academy

A L.E.A.D. Academy

Reading 2016/2017

The new curriculum places great emphasis on reading for enjoyment. Pupils should demonstrate motivation to read and read widely and frequently.

Phonics

Foundation Stage Phonics

In the Foundation Stage, Phonics is taught on a daily basis through the CLL program. F1 is drip fed throughout the curriculum with some specific teaching. This also follows the CLL program, initially using Rhythm, Rhyme and Robot.

KS1 Phonics

Children in Y1 and 2 are split into phases (from Phase 1 to Phase 6). This means they are grouped in terms of ability, so groups may have Year 1 and Year 2 children in, according to need. There is a daily 20 minute session of phonics every morning. LCP planning is used (accessible on server), which follows the Letters and Sounds framework. The planning is used alongside the Letters and Sounds book.

Every member of staff in Year 1 and 2 has a group of children in a particular phase. The children are put into phases at the start of Year 1 in discussion with Reception staff, to ensure there is continuation. These groups are quite fluid - staff regularly discuss children's progress and children are moved up or down phases as needed. Children achieving below age-related expectations receive targeted extra support in intervention groups.

Phonics sessions in KS1 usually follow this format:

1. Revisit of letters / high frequency words / tricky words (cards used)
2. Teach: Introduction of today's focus (eg. specific letter / sound)
3. Practise: Reading of words involving today's focus as a group. Words are shown on cards or written on IWB, then sounded out using sound buttons.
4. Apply: Today's learning is applied through writing. First the word is 'chopped up', for example with 'robot arms', then all children write it. Workbooks and pens are used.

The above format can vary slightly depending on the phase (for example, phase 1 involves listening walks and musical instruments).

Certain games are also played as recommended in LCP Planning, for example 'Buried Treasure' or 'Match the Picture' - these can be found on the Phonics Play website.

KS2 Phonics

Children who still need phonics support in KS2 are taught in impact groups twice a week. There is a group for Y3 and Y4, and one for Y5 and Y6. This follows the same planning as KS1 - LCP planning alongside the Letters and Sounds book.

Spellings

KS2 follow whole school spelling planning. There are two discrete spelling lessons taught every week. The children are tested on the week's spelling pattern once a week.

In KS1, spellings are taught through daily phonics sessions.

Guided Reading Y1-Y6

Guided Reading should take place 5 times a week. Each session should be a maximum of 25 minutes long. The class should be split into 5 groups based on ability. See below

1. Guided Reading with the teacher: Use a text from the guided reading folder on the server. Write 6 questions for the children to answer about the text. Encourage the children to talk about the text first and give their opinions. Then give the children time to answer the questions by writing down their answers in their guided reading book. Discuss each question in turn asking children to share their response, question the children within the group, does everyone agree with the answers? If yes why? If not, why not? Children can mark and edit their answers using purple pen. Make notes on pupils reading record about their understanding of the text in relation to the ARE.
2. Children to independently answer questions about a text (use first news or the new comprehension texts added on the server). Mark the pupil's answers and keep them in a class folder for evidence of the pupil's comprehension understanding.
3. Children to independently answer questions about a text in their guided reading books (use the comprehension text book that was used 2014/2015). Mark pupil's response, so a record is built up of their comprehension understanding.
4. Reading with the TA. Children read their book banded book. TA's use Focus Education question prompts to support assessing children's understanding. Make notes on pupils reading record about their understanding of the text in relation to the ARE.
5. Miscellaneous box containing books the children have chosen from the library including: modern and classic books, graphic novels ,comics ,newspapers ,magazines ,jokes ,annuals,

non-fiction books, picture books and books written by pupils. Children choose an activity from the list below to complete about their chosen text:

- *Write to one of the characters in the book about an event in the book*
- *Discuss all of the characters. Who would you like to invite for dinner and why?*
- *What would be the ideal gift for any character?*
- *Discuss what happened in the world of the story before the story began and after the story ended*
- *Write an invitation for an event in the text*
- *Make up headlines for events in the book*
- *Be a Private Investigator-Do some research into the world of the story, find out what it would have been like to live there, what customs did they have?*
- *If you could change an event in the book, what would it be and why?*
- *Suggest an alternative title or chapter names*
- *Write a book review- What did you like about the book? Who were your favourite characters? What facts have you learnt from the book? What would you improve and why? What other information would you have liked to have known?*

Reading Focus

- Each class has 3 authors that they will learn about over the year (1 per term). The class book that is read at the end of each day will be written by the current focus author. Focus authors must be on display in the reading area.

Year	Autumn	Spring	Summer
1	<i>Dear Zoo- Rod Campbell</i>	<i>Jon Klassen- I Want My Hat Back</i>	<i>John Burningham- Would You Rather</i>
2	<i>Anthony Browne- Voices in the Park</i>	<i>Helen Ward-The Tin Forest</i>	<i>Julia Donaldson</i>
3	<i>Jeremy Strong</i>	<i>Roald Dahl</i>	<i>Carol Ann Duffy- The Tear Thief -</i>
4	<i>Anne Fine</i>	<i>Jacqueline Wilson</i>	<i>Bali Rai</i>
5	<i>Tony Bradman Viking Boy</i>	<i>Michelle Magorian- Goodnight Mr Tom</i>	<i>Michael Morpurgo</i>
6	<i>Louis Sacher-Holes</i>	<i>Clive King- Stig of the Dump</i>	<i>Neil Gaiman-The Graveyard Book</i>

Set pupils tasks about the class book. Photocopy an extract of the class book, so they can be set homework challenges to read parts of the book, which could then lead to developing questions for morning and afternoon starters.

Children need to be encouraged to write book reviews about texts they are reading. Ensure there are blank book reviews available for children to help themselves to. Display book reviews that have been completed in the reading area of the classroom. At the end of each term when a class book has been completed - the whole class writes a book review to recommend or not recommend the book to another class. These reviews can be put into a book and put on display in the library.

All classes visit the library at least once a term.

Children to read every day at home- TA's to ensure reading diaries are signed by parents.

Reading buddies- Y6 pupils read with children from Y1-Y5 on a Monday and Tuesday at the start of lunch. Y6 pupils comment in the pupil's reading diary.

World Book Day-Thursdays March 3rd 2016. All children bring their favourite book to school. Spend time during the day exploring different texts and allowing pupils to share their books they have brought in from home.

Set a half termly challenge of books to read in each year group. Give children a selection of 3 books to read. Children choose one book, read it and then write a book review to share with the class at the end of the half term.

Make books available at playtimes. Each class has a box of books that can be taken outside to read. It is the environment councillor's job to take the books outside each break and lunch time and put each book under the sheltered areas. Pupils can then choose a book to read over playtime. Children will need to be trained to put the books back in the correct class box at the end of each playtime.