

# Captain Cook Primary School

## Approaches to Teaching Reading Summer 2016

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At Captain Cook Primary School, we value Reading as an essential life skill that empowers children to achieve their full potential. We have high expectations of our children as readers and deliver a curriculum based on Government recommendations.

### **EYFS-Nursery & Reception**

In EYFS children are encouraged to foster a love of reading through the sharing of quality texts during story time and through planned learning contexts.

Towards the end of Nursery, children are taught to recognise letter sounds through the teaching of regular phonics. This is continued in Reception and when children have a secure knowledge of letter sounds they progress to blending those sounds together to read short words. As children build their bank of recognised letter sounds and can blend sounds together with confidence they progress to reading captions and short, phonetically plausible, books.

Throughout this learning process children are encouraged to practise these skills at home. They take home letter sounds to learn and practise blending. Once they are ready, children will take home phonetically plausible reading books. In Nursery and Reception children are also given the opportunity to borrow books from the class library to share with an adult.

During the week, adults work with children both in a group and individually to practise reading skills.

### **GUIDED READING**

Group sessions are called “Guided Reading” and develop all reading skills including understanding and knowledge of how texts are organised. Children work in groups of up to six with an adult leading the session. These sessions happen on a weekly basis.

### **ONE TO ONE READING**

Children read to an adult in school at least once a fortnight. In these sessions children are encouraged to use their phonic knowledge to decode words and demonstrate understanding of the text.

### **HOME READING**

Parents are expected to play a role in their children’s reading progress by practising letters sounds and blending. Once children have progressed to a reading book we ask that parents listen to and discuss their book with them at least three times a week. Parents are also expected to record these reading sessions in their child’s yellow Reading Record. We aim to

change books three times a week when we see evidence of a parental comment in the Reading Record.

### **ORGANISATION OF READING BOOKS**

Books throughout school are banded into colours. In Reception we would expect children to be reading books from the following colours:-

Pink

Red

Yellow

Blue

Children will work at their own pace through the bands only moving on when teachers feel they are ready to progress. Movement between bands is not only dependent on the ability to decode but also on being able to show an appropriate comprehension of the texts they meet. Children will be encouraged to read a variety of different text types e.g. fiction, non-fiction, poems, play-scripts etc.

### **KEY STAGE 1-Year 1 & Year 2**

Phonics is still a major part of children's progress in reading at Key Stage 1. As in EYFS, children experience Guided Reading once a week and one to one reading with an adult at least once a fortnight. When books have been read at home and there is evidence of a parental comment books are changed, usually three times in a week. As children become older they begin to change their books independently.

### **ORGANISATION OF READING BOOKS**

Books throughout school are banded into colours. In Key Stage 1 we would expect children to be reading books from the following colours:-

#### **YEAR 1**

Blue

Green

Orange

Turquoise

## **YEAR 2**

Turquoise

Purple

Gold

White

Lime

Children will work at their own pace through the bands only moving on when teachers feel they are ready to progress. Movement between bands is not only dependent on the ability to decode but also on being able to show an appropriate comprehension of texts they meet. They will be encouraged to read a variety of different text types e.g. fiction, non-fiction, poems, play-scripts etc. In Key Stage 1 children may also be benchmarked, this is a system to check not only their ability to decode and comprehend texts but also to highlight any areas that children may need to work on before moving on. Those who are not making expected progress may be offered a short 10 week 'Boosting Reading' course. This will be on a one to one basis with a Teaching Assistant for 10 minutes, three times a week.

## **KEY STAGE 2-Year 3-Year 6**

### **GUIDED READING/RECIPROCAL READING**

In Year 3 children continue to participate in Guided Reading sessions with an adult on a weekly basis. Children from Year 4 take part in Reciprocal Reading sessions with an adult. These sessions involve children in looking more closely at how a text is organised and the language that is used as well as discussing their understanding.

### **ONE TO ONE READING**

Children read to an adult in school at least once a fortnight.

### **HOME READING**

In Key Stage 2 children are expected to read at least three times a week at home with an adult; parents are expected to write a comment in the children's Reading Record. (Y3 Yellow, Y4 Red, Y5 Blue, Y6 Green). Children are expected to complete a reading task in their Reading Journals once a week. They can change their books when there is evidence that they have completed their books in their Reading Records and completed a Reading Task in their Reading Journal.

## **ORGANISATION OF READING BOOKS**

Books throughout school are banded into colours. In Key Stage 2 we would expect children to be reading books from the following colours:-

### **YEAR 3**

Lime

Copper

Topaz

### **YEAR 4**

Topaz

Ruby

Emerald

### **YEAR 5**

Emerald

Sapphire

Diamond

### **YEAR 6**

Diamond

Pearl

Amethyst

Black

In Key Stage 2 we also have a + section added to each of our scheme bands to offer children a greater challenge before moving on to the next colour.

Children will work at their own pace through the bands only moving on when teachers feel they are ready to progress. Movement between bands is not only dependent on the ability to decode but also on being able to show an appropriate comprehension of texts they meet. They will be encouraged to read a variety of different text types e.g. fiction, non-fiction, poems, play-scripts etc. In Key Stage 2 children may also be benchmarked, this is a system to check not only their ability to decode and comprehend texts but also to highlight

any areas that children may need to work on before moving on. Those who are not making expected progress may be offered a short 10 week 'Boosting Reading' course. This will be on a one to one basis with a Teaching Assistant for 10 minutes, three times a week.

### **READING AND PHONICS SCHEMES THAT WE USE IN SCHOOL**

To support the teaching of Phonics in EYFS and KS1 we use the Read, Write, Inc scheme. Our reading scheme comprises of a range of high quality reading books including: Collins Big Cat for Guided Reading, Oxford Reading Tree and Rigby Star for home reading in EYFS and KS1.