



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 shared reading and through planned learning contexts.

Throughout Nursery, children are taught to hear sounds in words through the teaching of regular phonics. This is continued in Reception where children develop secure knowledge of letter sounds, blending those sounds together to read words. Children progress to reading captions and short, phonetically plausible, books based on the sounds they are learning.

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, based on the sounds they are learning. 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.

### **WHOLE CLASS SHARED READING**

Teachers will share quality texts with the children, discussing the text and asking focussed questions.

### **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 developing 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 letter 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.

### **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
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Within these bands, books have been carefully organised to highlight the letter sounds that they include. This ensures that when staff are changing children's home reading books, they are matching the books that they read to children's current unit within Sounds~Write-the scheme we use for teaching phonics and spelling.

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

Phonics is still a major part of children's progress in reading at Key Stage 1 and children will continue to receive daily phonics sessions using the Sounds~Write phonics scheme.

### **WHOLE CLASS SHARED AND GUIDED READING**

As in EYFS, Year 1 teachers will share quality texts with the children, discussing the text and asking focussed questions until Term 3. In Term 3 they will be introduced to Whole Class Guided Reading as taught in Year 2 – 6.

### **Whole Class Reading Year 2.**

Pupils in Year 2 take part in a unit of whole class guided reading every fortnight. This involves 4 sessions, which focus on looking at a text more closely, discussing vocabulary, answering a variety of questions and developing inference skills. These sessions last for around 25 minutes each.

### **ONE TO ONE READING**

Children read to an adult in school at least once a fortnight. Children who are judged to be working below the expected standard for their age will read a number of times each week. In these sessions, children are encouraged to use their phonic knowledge to decode words and demonstrate understanding of the text.

### **HOME READING**

Pupils regularly take home books to read in order to develop their growing phonic knowledge and fluency.

### **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
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### **YEAR 2**

Turquoise	Purple	Gold	White	Lime
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As with Reception, within these bands, books have been carefully organised to highlight the letter sounds that they include. This ensures that when staff are changing children's home reading books, they are matching the books that they read to children's current unit within Sounds~Write-the scheme we use for teaching phonics and spelling.

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 will be able to access our Lexia reading intervention programme, which provides quality reading intervention 3 times a week.

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

### **WHOLE CLASS GUIDED READING**

As with pupils in Year 2, children in KS2 take part in a unit of whole class guided reading every fortnight. This involves 4 sessions, which focus on looking at a text more closely, discussing vocabulary, answering a variety of questions and developing inference skills. These sessions last for around 25 minutes each.

### **ONE TO ONE READING**

All pupils in KS2 will read with an adult in school at least once a month. Pupils who are deemed to be falling behind in relation to age-related expectations, will read a number of times a week and be involved with Lexia reading intervention. All children will be encouraged to read widely and foster a love of reading through our many whole school initiatives such as, our termly reading challenges. Our support staff in school monitor home reading for every child, every week in order to encourage them to read and to motivate them in completing our reading challenges.

### **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). As children progress through the Key Stage, we encourage them to write their own comments.

### **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
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#### YEAR 4

Topaz	Ruby	Emerald
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#### YEAR 5

Emerald	Sapphire	Diamond
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#### YEAR 6

Diamond	Pearl	Amethyst	Black
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Within each of our bands up to Diamond, we have a full range of scheme books to ensure that our pupils are accessing age-appropriate books. To these bands, we have created a + section to offer further challenge to those pupils who require it. These books are by a range of different authors but have been carefully matched to the bands to ensure they are appropriate.

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 will be able to access Lexia our reading intervention programme.

**English Team-March 2020.**