

# Captain Cook Primary School

## Approaches to Teaching Reading Autumn 2021



At Captain Cook Primary School, we value Reading as an essential life skill that empowers children to achieve their full potential. We recognise that the ability to read is a cornerstone of future success, therefore we are dedicated to ensuring that all of our children become fluent and confident readers.

### **TEACHING OF SYSTEMATIC SYNTHETIC PHONICS**

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 given every opportunity to develop their spoken language through adult interaction and to be exposed to a wide range of quality texts through teacher story time. This is continued in Reception and in addition to this, we teach our children to read using systematic synthetic phonics. We utilise the **Sounds-Write Programme for teaching phonics** in Reception, Key Stage 1 and for intervention within Key Stage Two. We have been pleased by the positive impact it has had on our youngest children's reading, spelling and writing skills.

We have recently reorganised and purchased home reading books to match the progression of the Sounds-Write scheme. We believe that it is important to expose our children to a range of texts with different fonts, contents and style. Some are shorter, but with interesting content to talk about. Others follow a narrative with characters such as Biff, Chip and Kipper. Some of our books are published by Sounds-Write and they contain more text on each page, helping our children to develop stamina and fluency in their reading. Through Reception, Key Stage One and for struggling readers within Key Stage Two, the books that children take home will contain 90% of words containing sounds that the children already know and can blend. This ensures that they are given the opportunity to practise the skill of blending to read and develop reading fluency, whilst they are still securing their knowledge of the phonics code.

Throughout this learning process pupils and parents are asked to practise these skills at home; children are encouraged to say the sounds and blend them to read the words.

### **READING SCHEMES USED WITHIN SCHOOL**

#### **Reception-Year 2**

Until children have a secure knowledge of the phonics code and can blend these sounds to read a range of mono and polysyllabic words, they will read from our phonics-schemed books. These are labelled and organised in a progressive way to match our Sounds~Write scheme. The books have been carefully selected from the following schemes to ensure that they include words containing the appropriate sounds:

**Floppy Phonics**  
**Big Cat Phonics**  
**Rising Stars Phonics**  
**Sounds Write Unit Books**  
**Dandelion phonic readers**  
**Oxford Reading Tree**

Once children have secured their knowledge of the phonic code and can blend effectively, they will be moved on to our whole school colour scheme.

## **Year 2-Year 6**

For our developing readers in Year 2 and 3, many of the books that we provide are highly decodable, whilst giving children the opportunity to extend the banks of words that they can read automatically.

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 or will receive phonics intervention, depending on their area of difficulty.

### **Colour Bands**

#### **YEAR 2**

Turquoise	Purple	Gold	White	Lime
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#### **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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### **Year 2-Year 6-Scheme Books**

**Collins Big Cat**

**Treetops**

**Project X**

### **PROVISION FOR STRUGGLING READERS IN KS2.**

Our struggling readers in KS2, who still have gaps within their phonic knowledge, are regularly assessed, receive quality intervention and have access to separate phonic books. These books have been carefully selected to ensure that they provide opportunity to practise blending and develop fluency; in addition, they offer further challenge in the amount of text they contain and are age-appropriate.

#### **Schemes Used**

**Dandelion Readers**

**Big Cat Progress Books**

**Sounds~Write**

**Dragon Egg Texts**

### **THE TEACHING AND DEVELOPMENT OF READING WITHIN THE CURRICULUM**

#### **We prioritise the teaching of reading in the following ways:**

- 1) Consistent teaching of synthetic phonics throughout school using Sounds~Write;
- 2) Quality whole class share reading within Reception, Year 1 and Year 2;
- 3) Quality whole class guided reading from Year 3-Year 6;
- 4) Daily reading of a shared class novel to all children by an adult;
- 5) 1:1 reading with an adult (the frequency of this will depend on the child's age and their level of need);
- 6) Daily reading across the curriculum;
- 7) Use of Lexia reading intervention to support the development of fluency and comprehension;
- 8) Use of sounds~write app and intervention to accelerate progress for struggling readers;
- 9) Monitoring and supporting home reading.

#### **We have developed our own reading curriculum, which is embedded within teaching and learning and has a number of key principles:**

- Phonics as the primary approach to teaching children to read;
- The development of children's vocabulary through teaching the meaning of prefixes, suffixes and roots.
- An integrated approach to vocabulary extension through quality interactions, model texts and the discrete teaching of language through guided reading, writing and across the curriculum.
- The development of children's comprehension skills through direct teaching, modelling framing and regular practise;
- Fostering a love of reading through exposure to a range of high quality text and through reading taking the highest profile within school amongst all adults and pupils;
- The fundamental aim that all children will learn to read for pleasure, read for purpose and read to and with an audience.