

Organisation of reading at Woodvale Primary Academy

Reading at Home

We ask for three reads at home per week as a minimum although we encourage daily reading. Children earn one reading reward point for every week in which they have read three times or more at home.

10 Reading Points = Bronze Award

20 Reading Points = Silver Award

30 Reading Points = Gold Award

40 Reading Points = Platinum Award

Reading Books and Reading Records

All children are provided with an individual reading book and reading record from Reception to Year 6. Children should bring their reading book and planner to school every day. Teachers will track the number of reads at home so that children can earn reading points towards their awards. This promotes the importance of pupils bringing their book and planner to school. Teachers provide older pupils with opportunity to complete AR quizzes and to change books regularly. Teachers should follow up with families of any child regularly not bringing their book to school.

Types of books Book type

Nursery

Children have a picture book to take home each week. Parents have a reading record to note down the book read and any comments they want to make. Parents are informed via Tapestry of the focus text for the following week, along with key characters or vocabulary and the song matched to the focus.

Reception and Year 1

An individual reading book, matched to the reading phase from the Little Wandle Phonics scheme, will be given weekly to each child. Children should read this book using their phonic skills to decode the book and then re-read the book to develop fluency, prosody and comprehension skills. Children continue to have an individual reading book from the Little Wandle Scheme at the start of Year 1.

Year 2

As children are ready to move on from the Little Wandle Phonic scheme they will move to a banded book from the Collins Big Cat scheme. This will be matched to their reading ability through teacher assessments.

Years 3 - 6

This is an Accelerated Reader book. Books should be selected from a ZPD (Zone Proximal Development) identified following latest Star Test. Children must be allowed time in class to take a quiz following reading their AR book. Books should be changed if the pass rate is above 80%. Pupils move a book level if they achieve 3 x 100% on a quiz.

KS2 Children not on AR

Where children are assessed as reading within phonic phases 2-5 they will be given Little Wandle 7+ reading books as their home readers, which are changed weekly. These are matched to their reading phase.

1: 1 Reading frequency

Lowest 20% readers

Children assessed as INT

Main class pupils

Daily read

3 reads 1:1 weekly

Twice per half term

Recording 1:1 reading

When hearing children read individually staff should ensure the child is in a quiet place with minimal distractions. The adult should give the child their full attention.

Adults should encourage and model good reading behaviour, including holding the book correctly and tracking the text with their finger where needed. They should model correct decoding strategies where necessary, using phonic strategies. Adults may also model reading with fluency and expression, asking children to re-read a section to develop their prosody skills.

Adults should record evidence using the individual reading records held by the teacher, recording the date, the name of the book and assessing against the relevant objectives for the child's reading ability. A tick is given for an objective the child is achieving.

Adults should identify a next step or an element of reading they gave support with during the session in the commentary box. For example: 'read cvcs but struggled with -s plural' 'supported needed to link information across two paragraphs'. They can also record achievements e.g. 'read all tricky words accurately' 'used the glossary to find meaning of new vocabulary'. This builds a picture of the child's reading progress and gives a clear focus for the next reading session.

The adult should also add the date and a brief comment in the home-school reading record e.g. 'Please read tricky words 'the' and 'they' at home'. Adults hearing pupils should avoid use of generic comments that do not provide information regarding the child's next step.

Reading for Pleasure

Children in Early Years and KS1 take home a picture book in addition to their phonic reading book. This book is marked 'Read this book to me' and is for an adult at home to read and enjoy with their child. Reading for pleasure is promoted across the school. Junior Librarians take ownership of the presentation of the KS1 and KS2 library areas and use opportunities to promote reading, for example selecting texts for Black History Month. They have buddy readers in Year 1 that they read weekly with. Reading for pleasure is promoted in the classroom with class reading books. These may be picture books or class novels that are chosen to develop or broaden children's reading experiences and their exposure to a range of texts, developing their enjoyments and enthusiasm for reading through a shared experience with their class.

Reading Lessons

Reading lessons at Woodvale Primary Academy are based on the Talk for Reading teaching sequence. In Reception and Key Stage One children read in reading practice sessions led by the teacher, following the teaching sequence of repeated reads focusing on decoding, prosody and comprehension. Reading lessons in KS2 include explicit reading fluency sessions, using modelled reading, choral reading and echo reading strategies. Pupils have opportunities for repeated reads of a whole or part of a text to develop their reading fluency. Discussions will focus on using background knowledge, vocabulary and inference skills to develop their understanding, as well as all the reading VIPERS.