

Reading Statement

At Carleton Rode we are committed to developing a love of reading in every child. We are working hard to ensure children develop all the key areas in being a good reader from decoding through to making sophisticated inferences.

Data

Any children that falls below their Age-Related Expectation are identified as children requiring additional support. We identify barriers to learning, provide interventions and consider them in planning and teaching in order to give them the opportunity to achieve better progress so the attainment gap does not widen.

Phonics (EYFS and KS1)

Children in reception, year 1 and year 2 receive daily adult led phonics sessions. The children follow the Jolly Phonics scheme which provides a systematic, synthetic phonics programme, which enables children to be taught to read and write in a multisensory and fun way. It gives children an understanding of the main sounds of English and shows them how to use this knowledge to read and write words.

In other sessions, children are supported to practise their skills in a range of ways: developing fine motor skills at the Mini Gym, independent reading, word prompt cards on tables and adult support when writing independently.

Guided reading

The teaching of reading occurs initially through phonics sessions to decode and through sharing class books. Guided reading is taught in all classes and takes place outside literacy lessons. Guided reading is timetabled each week with a clear focus taken from the ELEVEN key skills we believe are required to be a successful reader. These include:

- Fluent decoding
- Making inferences
- Making predictions
- Recognising key words
- Retrieving key information
- Ability to visualise
- Text and language structure
- Ability to summarise
- Breadth and depth of vocabulary
- Activating and connecting prior knowledge
- Monitoring own comprehension

Each session is planned to be delivered to the whole class, ensuring that the intended learning is clear with all children aware of the key skill being taught.

Guided reading has undergone some changes recently in order to ensure children are engaged, motivated and encouraged to become life-long readers and have a love of reading. With changes to the national curriculum, guided reading needed to undergo some changes in order to ensure all areas of the curriculum were being taught effectively. After exploring the opinions of children, reviewing the new national curriculum and completing the latest training, we felt that the previous 'carousel' system didn't enable children to discuss texts in depth with adults that had a full understanding of the themes and conventions within the text. The carousel system also left children with tasks that didn't necessarily motivate them or ignite their passion for fiction. Whole class reading has been identified a way of ensuring the best outcomes for all children. A further benefit to this system is that less able readers can access age appropriate texts – this stimulates their interest in and enthusiasm for reading.

Experiences in reading

The national curriculum changes state that children should have access to reading experiences including the reading aloud of whole books at a higher level of challenge than their own decoding ability. All children are read to throughout the school, with regular story time in KS1 and class novels in KS2. This is a vital part of developing children's love of books.

Our libraries are regularly topped up with current and popular fiction to engage the children in reading for fun. We work alongside the Norfolk Library Service to ensure the children have a rich diet of texts, this is achieved by an annual visit from the Norfolk Library van where each child is given the opportunity to choose a selection of the latest books from a variety of genres to keep at school for the year. We also are provided with topic boxes containing both books and other visual resources to support out Topic focus for each half term.

Personal reading

All children have a reading book which is matched to their reading ability. They can take their book home and share it with parents. All children have a reading record book in which parents and staff can communicate about the reading of individual children. In reception children start their reading journey with picture books and by taking books home that they would like their parents to share with them. As they become more fluent in their decoding they start with our 'Banded Reading Scheme'. This scheme has been developed to ensure children have age appropriate texts and can demonstrate progress through this scheme. The banded books have been selected to ensure that children have a wealth of reading experiences with a wide range of text types, authors and publishers. This ensures they do not become reliant on the same characters, settings and layouts of texts.

Progress in reading

EYFS

- Phonics, daily small group adult led
- Guided reading, whole class once a week
- Story time (adult reading to children) daily
- Reading books sent home matched to individual phonics phase
- Opportunities to practise skills through offered activities

KS1

- Phonics, daily small group adult led
- Guided reading, whole class once a week
- Story time (adult reading to children) daily
- Reading books sent home matched to individual phonics phase
- Children change reading books regularly
- Opportunities to practise skills through English lessons and foundation subjects

KS2

- Guided reading, whole class once a week
- Class higher level novel (adult reading to children) weekly
- Reading books sent home
- Children independently change reading books regularly
- Interventions for children who require further reading support
- Opportunities to practise skills through literacy lessons and foundation subjects
- Reading with volunteer adults to consolidate skills