



Reading is at the heart of our curriculum. We believe that the way children are taught to read is crucial to their success in learning to read.

As a school we aim to create and maintain a stimulating environment for children to experience and explore reading with increasing confidence and enjoyment to promote lifelong reading. We strive to provide a varied library and maintain reading as a valued, high profile activity, which forms a basis for the whole of the curriculum.

At Gorsley Goffs, we follow a phonics resource called “Letters and Sounds” which was first published by the Department for Education and Skills in 2007. This sets out a detailed and systematic programme for teaching phonic skills for children starting school by the age of 5, with the aim of them becoming fluent readers by the age of 7. To this end, Reception to Year 2 have a dedicated phonics session which is a discrete lesson in addition to English lessons and reading activities. For more detailed information, see ‘Phonics Progression at Gorsley Goffs’.

We teach reading in a variety of fun and exciting ways to engage and foster the children’s love of books, including a much loved termly visit from the mobile library van. For further information on how reading is taught in each classroom, see below.

### What reading looks like in our classrooms

#### Reception – Acorn

For the first half of the Autumn Term, children learn sets of grapheme-phoneme-correspondences (GPCs) at a rate of one per day, followed by consonant-vowel-consonant (CVC) blending sessions using the GPCs they have learned so far. We use Read Write Inc (RWI) resources to help children remember each GPC and they take home a card corresponding to these each day that a new sound is learned. During this time, they also start learning to recognize the six character names in our primary reading book scheme, The Oxford Reading Tree, and some high frequency words by sight.

In the second half of the Autumn Term, children begin to take reading scheme books home, linked to the phonetic knowledge that each individual child has to date. We aim to hear each child read in school a minimum of 2 times a week and suggest that each book is read at least 2-3 times. Alongside the books, sets of 5 high frequency word cards are sent home for the children to practice. These include the first 100 decodable and non-decodable words that it is deemed Reception children should be able to read by the end of their first year in school.

From the Spring Term onwards, we have one whole-class Shared Reading session per week, reading RWI stories together that focus on decoding and blending phonetic words and recognizing non-decodable “red” high frequency words.

Throughout the year, every school day ends with a picture book read by the class teacher. The “Helper of the Day” gets to choose which book will be read and is asked to explain why their particular choice has been made.

For more detailed information on how to help your child learn to read, please see “Literacy Information for Parents”.

## **Year 1 – Briery**

**Individual reading** - Children are listened to in school on a regular basis with members of staff and volunteers. Our high priority children are identified through assessment and regular reading with members of staff.

**Reading books** – Children's reading records are checked by an adult daily to monitor home reading and books are changed when needed. Children who have not read for more than two nights in a row will be added to the high priority list for that day. The children are encouraged to read their reading book a minimum of two times to help develop their fluency and pace. They are then given another book from the same reading band. Children read a range of genres within their band and based upon their phonic level.

**Shared Reading** – This takes place four times a week during Phonics lessons. During these sessions a text linked to the focus phonic sound will be shared and children will join in with reading. The teacher will model the skills of a proficient reader demonstrating tone, expression and emphasis. Once a week, the children read the text with a partner, taking turns to point to the words.

**Reading Comprehension** – Reading comprehension is taught twice a week as a whole class where children are exposed to a variety of high-quality reading materials. There are opportunities for the children to discuss and learn from their peers. We focus on VIPERS when carrying out comprehension activities, helping the children to understand the different reading skills.

**Topic Books/Library Books** – Each term we receive topic books from the library which the children are given many opportunities to read and explore the variety of books.

**Story time** – The children have a variety of stories for their daily story time. These can be chosen by the children or by the teacher, including chapter books and picture books which may complement the current topic, focused authors etc.

## **Year 2 – Kempley**

**Individual reading** - Children are listened to in school on a regular basis with members of staff and volunteers. Our high priority children are identified through assessment and regular reading with members of staff.

**Reading books** – Children change their books regularly. The children are encouraged to read their reading book a minimum of two times to help develop their fluency and pace. The children are then able to change their book to a different one of their choice from within their reading band. Children can be encouraged to choose different books to develop their choice of genre and reading materials.

**Shared Reading** – During these sessions a text will be shared and children will join in with reading. The teacher will model the skills of a proficient reader demonstrating tone, expression and emphasis.

**Reading Comprehension** – Reading comprehension is taught three times a week as a whole class where children are exposed to a variety of high-quality reading materials. There are opportunities for the children to discuss and learn from their peers. We focus on VIPERS when carrying out comprehension activities, helping the children to understand the different reading skills.

**Group Guided Reading** – For targeted children to help develop their reading skills. Children are grouped together to work on specific skills.

**Topic Books/Library Books** – Each term we receive topic books from the library which the children are given many opportunities to read and explore the variety of books.

**Story time** – The children have a variety of stories for their story time. These can be chosen by the children or by the teacher, including chapter books and picture books which may complement the current topic, focused authors etc.

### Year 3 – Lynders

**Individual reading** - Children are listened to in school on a regular basis with members of staff and volunteers. Our high priority children are identified through assessment and regular reading with members of staff.

**Reading books** – Children change their books regularly. The children are encouraged to read four times a week at home to help develop their fluency and pace. The children are then able to change their book to a different one of their choice from their reading band box. Children are encouraged to choose different books to develop their choice of genre and reading materials.

**Shared Reading** – During these sessions a text will be shared and children will join in with reading. The teacher will model the skills of a proficient reader demonstrating tone, expression and emphasis. These texts are usually linked to the class Independent Learning Project.

**Reading Comprehension** – Reading comprehension is taught twice a week as a whole class where children are exposed to a variety of high-quality reading materials. There are opportunities for the children to discuss and learn from their peers. We focus on VIPERS when carrying out comprehension activities, helping the children to understand the different reading skills.

**Small Guided Reading Groups** – For targeted children to help develop their reading skills. Children are grouped together to work on specific skills and work with a TA twice a week.

**Topic Books/Library Books** – Each term we receive topic books from the library which the children are given many opportunities to read and explore the variety of books.

**Story time** – The children enjoy a variety of stories for their story time. The teachers choose a chapter book that has links with the Independent Learning Project.

### Year 4 – Oxenhall

**Individual reading** - Children are listened to in school on a regular basis with members of staff and volunteers. Our high priority children are identified through assessment and read daily with members of staff.

**Reading books** – Children change their books regularly from the library having been encouraged to read with fluency and pace. They are encouraged to choose different books to develop their choice of genre and reading materials. Free reading Friday, offers a regular time for changing library books and exploring non-fiction books, Science magazines and First News newspapers. The children are given opportunity to share new found knowledge as well as descriptive language they encounter.

**Shared Reading /Group Guided Reading** – During these sessions a text will be shared and children will join in with reading. The teacher will model the skills of a proficient reader demonstrating tone, expression and emphasis. Children discuss the text/plot/make inferences and deductions from the text

**Reading Comprehension** – Reading comprehension is taught on Monday from a structured scheme as a whole class where children are exposed to a variety of high-quality reading materials. The text is read as a class and discussed. Unfamiliar vocabulary is discussed and explained; story plots and text features are explored and discussed. There are opportunities for the children to discuss and learn from their peers. The children then write comprehension answers related to the text. These answers are modelled and marked with the class. The children mark and correct their own responses. Other comprehension activities are conducted through writing tasks throughout the week's activities. We focus on VIPERS when carrying out comprehension activities, helping the children to understand the different reading skills.

**Topic Books/Library Books** – Each term we receive topic books from the library which the children are given many opportunities to read and explore the variety of books.

**Story time** – The children have a variety of stories for their story time. These can be chosen by the children or by the teacher, including chapter books and picture books which may complement the current topic, focused authors etc.

## **Year 5 – Rudhall**

**Individual Readers** – We aim to hear all children read individually once every fortnight, whether on their own or as part of whole class guided reading. Our high priority children regularly read individually with members of staff.

**Reading books** – When they enter Year 5, children are able to access ‘purple level’ books in the library – these include longer, more challenging chapter books but also those that include more mature themes. Children are encouraged to choose different books to develop their choice of genre and reading materials. They keep a reading record and are encouraged to read and record in it at least 5 times a week, with a mix of independent reading and reading to an adult.

**Reading Comprehension** – Reading comprehension is taught three times a week and exposes children to a wide range of texts, including fiction, non-fiction, poetry, picture books and songs. This is also our opportunity to develop our written answers to formal questions, where we use VIPERS to explore all of the different reading skills. Less fluent children pre-read the text beforehand to help them access it in whole class sessions.

**Reading for pleasure** – Children have a half hour slot weekly that is solely focused on reading for pleasure. Children have access to the non-fiction books from the library and First News newspapers, or can choose to read their reading book.

**Topic Books** – Each term we receive topic books from the library service which helps develop the children’s understanding and enjoyment of a topic through an array of books.

**Reading for pleasure time** – We read a class story three times a week, usually at the end of the day, and this is chosen as a story just to listen to for enjoyment. This fits with our topic when possible.

## **Year 6 – Wye**

**Individual reading** - Children are listened to in school on a regular basis with members of staff. Our high priority children are identified through assessment and regular reading with members of staff.

**Whole class guided reading** (during English lessons) – Stimulating texts are identified and the children take turns to read parts of the text. Comprehension questions are discussed throughout using VIPERS. Written activities are incorporated into the lessons based on what the children have read using skills such as inference, prediction and by focusing on how vocabulary has been used by an author.

**Reading books** – Children are encouraged to read a wide variety of texts from the library. We include time in the curriculum so the children can read for pleasure. During this time, the class teacher and teaching assistant listen to children to read to check for fluency, accuracy and intonation. The children are encouraged to share their recommended reads with their peers. Reading records are also monitored by both the class teacher and teaching assistant to check how much the children have read at home. After monitoring the children’s reading records, Reading Champions are identified and are celebrated in class.

**Reading Comprehension** – Reading comprehension is taught three times a week as a whole class where children are exposed to a variety of high-quality reading materials, which include fiction, non-fiction and poetry. One of these lessons lasts for an hour and opportunities are provided for the children to discuss their responses to written comprehension questions. We focus on VIPERS when carrying out comprehension activities, helping the children to understand the different reading skills.

**Reading for pleasure time** – A class novel, which is linked to our topic, is read to the children on a daily basis.

## **Reading scheme books – EYFS and KS1**

At Gorsley Goffs, we provide the children with reading books which are decodable and matched to the sounds that have been taught. We also fully understand that children learn to read in different ways. They may have their favourite types of books and there will also be books that don't interest them. Reading schemes are not limited in any way, as there is such an incredible array of books available, but it is important that children are given a good choice in order to encourage them to read for pleasure. For this reason, we use a range of reading scheme books which are accurately banded by the publishers (the idea is that a book at the same colour book band in one reading scheme is the same level of difficulty as a book of the same colour band in another reading scheme). Through assessment, the children move through the book bands, when they are ready.

## **Library reading books – KS2**

The Library groups fiction books into broad bands of pink, silver and orange. During Year 3, when the children are ready, they move from reading schemes to choosing books from the school's library. Every child is assessed and monitored at each level before trying out the next one, sometimes continuing with books from adjacent bands simultaneously to build in confidence alongside fresh challenge. The orange section is considered to be free reading and houses an extensive range of authors and interests, both modern and classic.

The purple band is exclusively for Years 5 and 6. Despite the reading level being accessible for many in Year 4, this area is kept special for the older pupils, which keeps the library provision fresh and exciting. In addition, there are some purple-banded books in which the content is considered inappropriate for younger children. So, the purple section should be available to ALL Year 5 and 6 children, regardless of their reading ability, however, some guidance is still necessary for the less confident readers. Where the content dictates, there are some purple-banded books labelled Y6. In order to boost confidence and self-esteem, there are some additional schemes, such as the Barrington Stoke range, coded purple and gold, which are easier reads (e.g. limited vocabulary) but with an older age group interest level, which again are only available to Years 5 and 6. Graphic novels, picture books and magazines also enrich the choice.

In addition to the well-stocked fiction section, children are also encouraged to explore the non-fiction area, with a myriad of books to suit most interests from science to history and architecture to poetry. At times, these books will support the children's learning in school but they are also available to be borrowed alongside the more traditional fiction reading books, providing children with a more varied reading diet.