

Primary Reading Strategy at Appleton Roebuck Primary School

OVERVIEW

Reading at Appleton Roebuck ensures curriculum coverage and that teaching is focused on the needs of the children.

Our aims:

- ensure that every child develops and fosters a love of reading through high-quality teaching
- seamless transition between phonics and guided reading
- celebrations of reading success
- engagement with the new library, accelerated reading and My-on programme
- accurate, purposeful tracking and monitoring of children's attainment

Reading in the Early Years & Year 1

Children in EYFS and Year 1 access the Read, write, Inc. scheme to develop their phonetic knowledge and their ability to segment and blend. Strategies within the scheme are adopted throughout the school day to review focus sounds and make links across all areas of the curriculum. In each half term, the children will share a wide-range of whole class, high-quality reading texts, carefully selected to inspire children's curiosities and interests.

After 'Read, Write, Inc.'

Once children can confidently read beyond the Read, write, Inc. 'grey' level, children are assessed and introduced to the My-on and accelerated reader programme. This is a free-reading programme used to motivate, monitor and manage children's independent reading. In addition, in every class, class novels are purposefully chosen to enhance children's love of reading and provide wider opportunities to enhance subject knowledge and wider vocabulary practise. Children throughout school are read to and read with an adult daily.

Reading from Y2 onwards

From Year 2 - Year 6, the strategy of reading is based on whole class comprehension: pupils are taught and facilitated by the teacher. Most children should access the same text and questions but differentiation of task may be necessary for some (for example, those working well below age-related expectation). The text children are exposed to must be age-appropriate, but could also be an example of cross-curricular reading (i.e. either fiction, non-fiction or poetry). The aim of each session is to tackle questions in detail, with reference to explicit strategies for each area of focus. Teachers should use AfL strategies to monitor children



throughout the session like they would in any other subject area. Marking at the point of learning provides same-session intervention and should prevent new gaps in skill & knowledge forming. Throughout the week, a reciprocal reading approach of the text encourages fluency and understanding, focusing in particular on vocabulary development. Reading must be prioritised to allow pupils to access the full curriculum offer. Year groups undertaking statutory assessment should not focus too heavily on the assessment, but rather the skills that enhance a pupils' reading ability in the context of real texts so children are ready for the next stage of learning.

TRACKING AND MONITORING

ASSESSMENT/ TRACKING AND MONITORING

Reading is assessed formally once each term using age-appropriate reading assessments known as PIRA tests to inform future teaching. Teachers should use the PIRA tracking grids to track children's progress in reading summatively. This will inform next steps in teaching and can be used to support teacher judgements in pupil progress meetings. To go alongside these summative assessments, teachers should use STAR assessments half-termly to assess progress in regards to pupils' reading ages and individuals' ZPD. Teachers should monitor STAR reader regularly to ensure children are quizzing regularly and appropriately.

HOME READING

Appleton Roebuck Primary school will provide EYFS / KS1 children with a reading record and KS2 children with a planner. This will be signed weekly by an adult and monitored by the class teacher, ensuring children are reading at home to consolidate and embed the skills learned in school, including the development of reading fluency. Parents are encouraged to write a celebratory comment in reading records each week. It is expected that every child has a reading option provided through school. Each child (Year 2- Year 6) should have the opportunity to use the school library regularly to change, update and take books home and a My-on log in provided to read online. This should be carefully monitored by staff to ensure children are accessing reading at an appropriate level. Teachers will check these planners weekly, ensuring pupils are reading at home to consolidate and embed the skills learnt in school, including the development of reading fluency.