



## Reading Provision at Laygate Community School

- At Laygate Community School, children will learn to read with confidence, fluency and understanding, providing them with the skills required to achieve a lifetime of enjoyment through reading.
- Children read in school independently, in guided groups, with reading buddies and as a shared class session.
- They listen to adults and other children read and there are opportunities to take part in paired reading with their own and other age groups.
- The programmes of study for reading at Key Stages 1 and 2 consist of two dimensions: word reading and comprehension.
- The school library and classroom reading areas help the children learn about library etiquette.
- Many activities take place which promote pre-reading skills. Children become aware of print in their environment and match pictures and words. Language comprehension is developed by talking and reading to the children. As children gain phonic knowledge, they start the process of decoding.
- In EYFS and KS1, reading schemes are used which can be closely matched to the pupils' reading abilities.
- In KS2, there is a greater emphasis on comprehension with most children decoding easily.
- All classes follow the Literacy Spine, giving focus texts for each year group. This exposes the children to inspirational authors, a range of genres and key texts. Also, the children are exposed to a range of poetry and begin learning poems and rhymes by heart.
- 'Talk for Writing' enables children to retell familiar stories through actions.
- These spoken English skills are a fundamental and valuable part of the English curriculum.
- 'Storytime' or Daily Read Aloud sessions are a non-negotiable which aims to provide a rich diet of literature whilst also developing vocabulary.

### Phonics

- Children will be taught and assessed in the essential skills of decoding (for reading) and encoding (for spelling).
- The school uses a systematic, synthetic approach to the daily discrete teaching of phonics in Foundation Stage and Key Stage 1 and where appropriate in Key Stage 2.
- The multi-sensory approach will ensure that children learn from simultaneous visual, auditory and kinaesthetic activities which are designed to secure essential phonic knowledge and skills.
- These skills will be applied across the curriculum as children engage in a variety of texts.
- Currently, we are using the phonics programme provided by Read Write Inc. This uses a mixture of story books and non-fiction books with words the children can decode, so they learn to comprehend and write about the texts they have read. The RWInc. books are closely matched to the phonic ability of each child and allows them opportunities to revisit the skills taught in their phonics sessions.
- This is supplemented by other resources e.g. Big Cat Collins, Bug Club scheme, Education City and Lexia.
- Each phonics session gives an opportunity for children to revisit their previous experience, be taught new skills, practise together and apply what they have learned.
- Children's progress is continually reviewed to allow for movement between ability groups, and children move phonics group when it is felt necessary to meet their needs.
- The RWInc. Programme provides regular assessment opportunities and phonics is tracked across EYFS, KS1 and for those pupils in KS2 who are working well below national standard.
- The national phonics screening check is performed in June of Year 1. The purpose of the screening check is to confirm that all children have learned phonic decoding to an age-appropriate standard.
- Pupils who did not meet the required standard for the check in Year 1, enter again in Year 2 with additional support.
- As children enter KS2, provision is made for those children still requiring phonics intervention.

## Developing Reading for Pleasure

- We realise that an early love of reading, along with reading for pleasure, contributes to the pupils' general knowledge and their overall reading and writing ability. It gives them a greater confidence and promotes positive attitudes to reading.
- To promote a text rich environment, each classroom has an attractive reading area. Also, we have a well-stocked library, where children can access a wider range of materials. Younger children are introduced to the local library service and whenever possible, we invite authors and illustrators to work with the children. Parents are encouraged to help their child to read through the use of home readers and are invited to attend events such as reading or phonics workshops.
- Read Aloud Sessions are used to share a range of texts with each class. Every class has 'storytime' and the school is developing a Reading Spine to track the texts shared across the school.
- Children are assigned reading books to take home. This should include a book closely matched to their reading ability and is usually from a reading scheme e.g. Bug Club, ORT, Rigby Star and Rigby Star Navigators. Paper back copies of the RWInc reading books are also available for the younger readers. In addition, pupils are also encouraged to borrow a book of their own choice which encourages reading for pleasure.
- Each Christmas, the school purchases books as Christmas gifts for all pupils. From time to time, we also invite book fair companies so children have the opportunity to browse a selection of new titles and hopefully purchase them or feel inspired to borrow them from their local library.
- Over the academic year, the children regularly take part in events to promote reading such as World Poetry Day, World Book Day, National Storytelling Week and the South Shields Summer Reading Challenge. The teachers take part in reading events e.g. 'Staff Swap for Storytelling' where teachers share stories with a different class.

## Reading Assessment

- Reading skills are assessed regularly and monitored using the school's progress tracking system
- Y2 and Y6 pupils complete the end of Key Stage Statutory Tests
- Y1 pupils complete the Statutory Phonics Screening Check
- Both the EYFS & KS1 regularly assess the pupils' phonics skills. Those pupils who are below national standard in KS2 are also assessed. These assessments are used to monitor progress and inform reading interventions
- KS1, KS2 and where appropriate FS2 take part in termly assessments to establish their reading and comprehension ages.
- Guided Reading records are used to record teaching, learning and progress of each ability group within a class in KS1
- In KS2 Guided Reading Journals are used by the pupils to respond to comprehension questions.
- KS2 are currently following the John Murray Guided Reading Cycle which focuses on vocabulary acquisition and group discussion before practising written responses to comprehension questions
- These assessments are used to inform teaching & learning and interventions