

GRESHAM VILLAGE SCHOOL AND NURSERY

READING STRATEGY

Intent

At Gresham Village School and Nursery, we consider reading to be the most important skill that children learn in their time with us. Our aim is to enable every child to read fluently and with understanding during their time with us, so they are able to fully access our school curriculum, are equipped for high school and a wider world around them that is full of the written word. We are very aware that being able to read fluently and confidently is an essential skill that opens up the world and our ability to communicate in so many ways.

Our intention is that children are exposed to the written word and letters from the very beginning in nursery, through story, words around the setting and by teaching them how words are blended through separate sounds. We teach phonics systematically in reception and year 1, with the aim that most children will be developing fluency and comprehension skills during years 2 and 3, so that by year 4 the majority of children are fluent readers choosing independently from a wide range of literature.

From the beginning, we aim to foster a love of reading and literature. We try to inspire the children to read by: reading high quality books and texts to them regularly and with drama and expression; having a large, always evolving stock of books in all classrooms and the school library; making books and reading a feature of all aspects of the curriculum; and running regular reading events, such as book fairs, reading trails and author visits.

We understand the important roles that parents have in moulding children's attitudes to books and reading and in helping to teach them to read, so seek to involve and support parents from the beginning by giving them regular information about their child's progress and reading guides appropriate to their child's reading development, so they feel empowered to assist at home.

Phases of reading

Children's reading development is divided into four distinct, but overlapping stages:

1. Early reading and phonics
2. Phonics
3. Developing fluency and comprehension
4. Mastering fluency and greater understanding

Early reading and phonics (lilac)

In Early Years, the indoor and outdoor settings are rich with books and the written word. Children are able to access books and other forms of writing freely and adults take every opportunity to share books with the children during continuous provision. An adult is often tactically stationed at the rolling snack table with a pile of good books to share with individuals and groups during snack time. In addition, staff are trained to take opportunities to develop children's phonic blending and segmentation during continuous provision, equipping them with the skills they will need when they start phonics in year R.

See the Early Years Policy for full details about Early Reading.

Phonics (lilac- grey)

From reception, we teach phonics, based on our adaptation of Read Write Inc. Children work through the phases of the scheme systematically and are grouped to ensure that children are taught at a pace that suits the speed of their learning and retention of the sounds. Our aim is for most children to complete the scheme by the end of year 1 or very start of year 2, knowing all their sounds and many common exception words, able to blend quickly and beginning to sight read. In addition, teachers and support staff use high quality books outside the phonics scheme in order to support learning across the curriculum and expose the children to high quality 'real' literature.

Other books are banded to support each phonics phase in the classroom and at home. Appendix 2 sets out the correspondence of sounds to our bands. Every week, children take home their Read Write Inc book and a collection of phonically linked books. Parents are encouraged to hear their child read as often as possible and are supported in this through a home reading guide when they start a new band, which are also available on the school website and a termly 'open' phonics lesson so parents can see their child in action. In circumstances in which children are unable to be supported at home, we ensure that we provide extra reading time for

that child. Children will tend to take home books linked to their phonics colour, but the teacher may select from another band, depending on the ability and confidence of the child. Other books are also taken home according to the child's interest.

Children in the phonics phase are assessed every half term using our adapted Read Write Inc. Assessment and in year 1, the national phonics check assessment. Although we assess the children on a daily basis, this gives us a summative assessment that enables us to identify gaps, move the children on and adjust groupings.

We organise intervention for children who 'get stuck' at this phase. For children up to year 4, this is through group and one-to-one intervention sessions that are targeted to the specific needs of the child. For children still on Read Write Inc, intervention directly supports the RWI lessons that the child is accessing; for children in years 5 and 6, we may operate the RWI Fresh Start programme.

Developing fluency and comprehension (*turquoise*- brown)

An initial fluency assessment needs to be made at the point at which the children complete the Phonics Stage. However, it is entirely likely that children cannot be smoothly graded as 'white', which is the next colour banding, as there is much more to reading than phonics knowledge: they be beyond this point, so will require fast tracking to the colour band that suits their fluency; they may be behind, which is why we have earlier Bookband colours to support reading fluency. These children will need additional adult-led sessions and intervention in order to develop their fluency.

Fluency and comprehension are, of course, developed from the beginning, but we aim to support children towards becoming fluent readers through a structured banding system and continued focused teaching, once they have completed the phonics programme. The bands are designed to develop children's reading to the point that they can confidently read most children's fiction books and easily access reading material across the curriculum, as well as enable them to pursue their own reading and other interests.

Central to teaching fluency and comprehension is a daily reading lesson in which the children are grouped for reading activities and a weekly guided reading session with the teacher and support staff. The focus of the daily reading session needs to be focused very specifically on the skills that children need to develop in order to become fluent readers with good comprehension skills. The weekly guided reading lesson with the teacher would typically include:

- children reading aloud to the group
- questioning that develops children's comprehension and retrieval skills
- questioning that develops skills of inference and deduction

- the framing of accurate and precise answers that refer to the text

Groups who are not working with the teacher have reading tasks that can be carried out independently, such as independent and paired reading and comprehension activities that might prepare for or follow up from the guided reading session, as well as their own growing independent reading. Support staff might be deployed to support or lead a group, or it might be a good time for an intervention group or second guided reading session.

Children who are Developing Fluency will make much better progress, if they are supported at home on a daily basis. This will still include hearing them read, as supported practice builds the stamina, vocabulary and understanding they require to become fluent readers. Children will need to select and take home at least three books every week from their band colour to make sure that they have enough reading material; this needs to be monitored by an adult at school every week and support given to children not receiving it at home.

Mastering fluency and greater understanding (light blue- black)

By the time children reach our light blue band, ideally at some point during year 4, they will be confident and fluent readers, who traditionally have been termed 'free readers'. However, these children still need to be taught the reading skills they require to read across the curriculum and be prepared for high school. At this point, guided reading lessons change to what will, in year 5, become whole class reading sessions based on a whole class text. During these sessions, the children read independently at their own speed from a whole class text. They are given questions to develop their reading skills and deepen understanding of the text and vocabulary, based on VIPERS: Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising. The teacher supports the children individually with their reading.

Children, who are still in the 'developing fluency' stage of reading are supported by daily guided reading or the Read Write Inc Fresh Start catch up programme. These sessions will typically be led by a Teaching Assistant.

In the school library, books are banded from light blue onwards to continue to support children with choices and to ensure that they read widely and ambitiously from a full range of literature and authors. Fluent readers are expected to read, usually unsupported, at home and continue to require support and encouragement at school to choose books that will interest and challenge them. At this stage, children are able to change books whenever required, but are expected to choose a minimum of three (teacher-approved) books each half term that they intend to take home and read. Suggested reading guides help the children to choose their books and parents are informed of the choice.

If teachers need to assess fluency, we have graded passages linked to each colour band in a similar way to the Fresh Start programme. Starting with the colour band they are currently on, children read through each passage until they come to a point that they are no longer fluent; teachers use the Fluency Rubric below to assess this point, with a strong 3 or 4 grade used as an indication of whether to read further. Children are then grouped according to the band they are working at.

It is important for children reading at the Fluent Reader stage to be able to have a short independent preparation time to read through the passages they are reading, as these are often complex and require good comprehension skills in order to read fluently. A little preparation will give a better indicator as to their comprehension skills, as this will be revealed in their intonation during the assessment. If NFER assessments do not correlate to the Banding Assessment, then the teacher may need to use her professional judgement about which band the child should be in.

Appendix 1

Overview of our stages of reading and banding

Stage	Expected year	Band	What we do at school	How parents can support at home
Early phonics	YN-R	Lilac	We share books with the children in groups or individually, such as in story time. As the year progresses, children begin to learn some sounds and put them together to make simple words.	Share a book with your child daily. They will see the words on the page and begin to pick up reading skills even if they cannot actually read the words. There are lots of books to choose from at school, if you need them.
Phonics	YR	Red	We continue to share books with the children, such as at booktime or as part of the daily writing lesson.	The children bring home their sound sheet to practise at home. There is a new sound every day. Once they are on green band, they also bring home the Read Write Inc. book that they are reading at school. They should be able to read this confidently to you at home. They will also bring home another book that they have chosen from their reading band. Please hear your child read from both books. If you read daily at home, you will be amazed how your child progresses! Please use the Reading Journal to record what you have done and communicate with us. Please do not stop reading to them- it is important that they are able to listen to texts that are harder to read then the level they are at. If you need an alternative, there are plenty of children’s audio books that you can find at the library or online.
		Green		
	Y1	Purple	The children begin Read Write Inc., our phonics scheme, which they do four times a week in groups, depending on their speed and ability.	
		Pink		
		Orange		
	Y2	Yellow	We hear each child read as often as possible at school and write in their Reading Journal.	
		Blue		
		Grey		
Developing fluency and comprehension		Turquoise	Again, we read and share books with the whole class in writing lessons and story time. The children also have a growing ‘independent’ reading time, when they can sit and enjoy their reading book.	The children have a book at their reading band colour that they can read at home and at school. It is still important that the children have time to read aloud while they are developing fluency, but by the time they reach lime level, they should be
		Dark pink		
		Gold		
		White		
		Lime		

	Y3	Brown	<p>The children are grouped for guided reading, when they read a book as a group with an adult at least once a week. The emphasis of this session is on developing the children's fluency, vocabulary and comprehension skills and will typically consist of the children reading aloud in a group, supported by the teacher. They will also have independent reading tasks as part of their reading work for the week.</p> <p>When children have finished Read Write Inc, they should progress from grey to white band. However, white band can sometimes be too challenging a leap, so we have the three sub-levels, turquoise, dark pink and gold bands to support them.</p>	<p>able to read silently for more sustained periods. For this, they will need somewhere that they can read without distractions, including anything electronic!</p> <p>Again, if you have time, please do not stop reading to them- it is important that they are able to listen to texts that are harder to read than the level they are at. If you need an alternative, there are plenty of children's audio books that can be accessed online or from the library. Each child still has a reading record, so we are able to communicate with each other.</p>
Mastering fluency and greater understanding	Y4	Light blue	<p>In class, the children have a daily reading lesson, which focusses on reading independently for a sustained period and on the skills of inference and deduction.</p> <p>During the week, the children read independently from a whole class text and have a set of VIPERS questions to answer about the text. These questions focus on skills that develop greater fluency and understanding: Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising. The teacher supports the children with their reading.</p> <p>The children also have the opportunity to read from their own books, that they are also encouraged to read at home.</p> <p>The class continue with story time through a class reader and the children are exposed to a wealth of good books as a stimulus to writing.</p>	<p>The children in these bands will bring home a reading book at their reading band every day. It would benefit them enormously, if they had space and time to read for more extended periods, ideally for at least 20 minutes every day. They should be able to read without too much intervention, although it is always good to show an interest in what your child is reading and be available to help if they do not understand a word or a part of the story.</p> <p>Depending on its length, they should read at least a book every fortnight. If they are particularly enjoying an author, a visit to the library or a note to school would definitely be in order, so we can keep their enthusiasm going.</p>
	Y5	Lemon		
	Y6	Burgundy		
	Y6+	Black		