

Reading at Whitley Park Primary and Nursery School



*“The more that you read the more things you will know
The more that you learn the more places you’ll go”
- Dr Seuss*



Our aims for every child in school

- ❖ To develop happy and curious learners who read confidently and independently
- ❖ To begin to develop lifelong enjoyment and pleasure in reading
- ❖ To enable children to access all areas of the curriculum
- ❖ To enable children to access, understand and begin to manage information
- ❖ To understand the meaning of what is read to them and what they read
- ❖ To respond to what they read
- ❖ To understand and respond to the feelings that words can arouse in us like happiness, sadness, anger
- ❖ To understand that this experience allows us to make connections with other people
- ❖ To walk through doors to the past, to the future, and to other worlds both real and imagined

As a community of readers, all adults model and communicate their love of reading. These are just some of the ways in which we share this:

- ✓ **Daily story time**
- ✓ **Whole school phonics / Reading hour**
- ✓ **Shared and guided reading**
- ✓ **Library time during the day and after school**
- ✓ **Reading with individual children**
- ✓ **Reading clubs in our Learning Zone**

In the Early Years Foundation Stage (Nursery and Reception) the teaching of reading is based on the area of learning, Communication, Language and Literacy.

In Key Stage 1 and 2, the teaching of reading is based on the **National Curriculum 2014 for English** and what we know and believe is successful about teaching children to read.

Our teaching objectives cover two key dimensions:

1. Word reading
2. Comprehension (both listening and reading)



These dimensions reflect the new framework for reading described in the English 2014 National curriculum and many objectives incorporate elements of the Rose Report.

Word reading skills and strategies

Every day each child will be engaged in

- Speaking, listening, reading and writing activities which allow them to explore and practice their phonic knowledge, blending and segmenting skills **independently**
- An interactive, multisensory Read Write Inc: phonics session www.ruthmiskin.com
- Shared reading and/or writing led by the teacher to **demonstrate** reading and writing strategies (**including phonics**) in a meaningful way

- A rich and regular 'Read aloud' programme (Individual Reading with a member of staff and story time)

Shared reading

Every Day

The teacher models the reading process and the children are actively involved; listening to the text being read aloud, joining in and following the reading, and contributing to discussion and response. Children learn how to interpret and make sense of what they read.

Guided reading

Every Day (for children who have completed the RWInc phonics programme)

A skilled adult works with groups of children who are able to read at a similar level. The adult directly teaches and scaffolds the learning by guiding children through the text and prompting them to apply what they've learnt in shared reading and other literacy activities. Content domains are planned into these lessons to provide a clear focus for developing reading skills.



Range and Genre

Pupils will be taught the knowledge, skills and understanding through the following Literature:

- ❖ Stories & poems with familiar settings and those based on imaginary or fantasy worlds
- ❖ Stories, plays & poems by significant children's authors
- ❖ Retellings of traditional folk & fairy stories
- ❖ Stories & poems from a range of cultures
- ❖ Stories, plays & poems with patterned & predictable language
- ❖ Stories & poems which are challenging, in terms of length and vocabulary
- ❖ Texts where the use of language benefits from being read aloud and reread

Non-fiction and non-literary texts:

- ❖ Print & ICT-based information texts
- ❖ Dictionaries, encyclopaedias & other reference materials

E-Books:

- ❖ Oxford Owl E-books and many other requested texts for use on our collection of school e-readers and Tablets.

Children with SEN, and/or learning difficulties



- ❖ Kindles – text size can be increased, colours can be changed to match overlay colours

Children who are gifted and talented

- ❖ Wider range of more challenging texts are available in the library

Children learning English as an additional language (EAL) will receive appropriate support to enable them to access the objective.

- ❖ There are a growing range of dual text books to support readers

Reading at home

Parents are welcomed into school each morning to support their child to choose a new reading book. Each child is invited to take home a book band reading book and one library book at a time from the School Library and can access our wide range of, "Oxford Owl" books at home via a link on our school website .

We recognise that children make better progress when they are supported at home and when there is good communication between child-school-home.

We communicate with parents by:

- ❖ Home visits
- ❖ Regular EYFS coffee mornings
- ❖ Parent consultation evenings
- ❖ Daily meet and greet with all staff
- ❖ Newsletters
- ❖ Come and Share our learning sessions
- ❖ Sharing assemblies
- ❖ School reports



School Learning Zone Library

Parents are able to see their children's library record – a history of what books their child has read previously. This is available to parents by going to the library website (link below) and putting in their child's library number and password.

The Library web address is: <https://u007609.microlibrarian.net>

**Whitley Park Primary and Nursery School
Book Band Guidance June 2016**

Book Band	Reading Age	RWINC	Age Related Expectations by the end of the Year						PM Benchmarking	
			R	1	2	3	4	5		6
PINK Band 1	< 5.0	Speed sounds								1, 2
RED Band 2	5.0	Ditties								3, 4, 5
YELLOW Band 3	5.0 - 6.5	Green								6, 7, 8
BLUE Band 4		Purple								9, 10, 11
GREEN Band 5		Pink								12, 13, 14
ORANGE Band 6	6.5 - 7.0	Orange								15, 16
TURQUOISE Band 7	7.0 - 7.5	Yellow								17, 18
PURPLE Band 8	7.5 - 8.0	Blue								19, 20
GOLD Band 9	8.0 - 8.5	Grey Exit Yr2 - Reciprocal Reading								21, 22
WHITE Band 10	8.5 - 9.0	Guided Reading								23, 24
LIME Band 11	9.0 - 10.0	Guided Reading								25, 26
BROWN COPPER/TOPAZ Band 12	10.0 - 10.5	Guided Reading								27
GREY/RUBY Band 13	10.5 - 11.0	Guided Reading								28
DARK BLUE/EMERALD Band 14	11.0 - 11.5	Guided Reading								29
BURGUNDY SAPPHIRE/DIAMOND Band 15	11.0 - 11.5	Guided Reading								30
BLACK/PEARL Band 16	11.5 - 12.0	Guided Reading								

Black = exceeding ARE

Dark Grey = within ARE

Light Grey = towards ARE

