

## Reading and Literacy Development at Warbstow Primary Academy 2019-20

### Whole school reading

The latest quality books (and a wide variety of genre) are regularly purchased and pupils can request a book that is of particular interest to them personally.

The school has bronze level access to the county library service. This enables us to termly replenish our library and take receipt boxes (books and/or artefacts) per term to enhance the curriculum.

The House librarians select the books to be changed and are responsible for the library's general upkeep and organisation.

Pupils are encouraged to participate in the summer reading challenge organised by the local library's, and we reward pupils during our achievement assembly. Our school also participates in book events and special reading challenges. Following pupil's debate on the library we have reorganised and improved its environment.

Reading at home is always actively encouraged and parents are supported with this by suggested prompts and questions to ask their child whilst they enjoy a book together. A copy of this is in the front of their reading record or in the form of a bookmark for upper KS2. An example is at the end of this document.

One to one reading time for pupils who do not have regular reading at home or require extra time is prioritised. The staff at the school are dedicated to quality consistent provision and have all been trained in RWI phonics delivery. The research documents on literacy from the EEF underpins our staff development and the interventions emphasised for Literacy. The whole school is considering how the meta-cognition approach can translate to classroom practise for reading.

### Reception / Early Years

An interest and a love of books is paramount to foster from the beginning. The school is a book and text rich environment with excellent access for quality books in all learning spaces. Daily access is arranged for story and book sharing led by an adult. Observing reading and sharing books ensures pleasure of texts but also helps the child learn the direction of text and understanding of contextual clues and discussion of pictures and narrative to promote good understanding of exciting vocabulary

Parents and Volunteers are invited to a workshop to ensure they understand the sounds taught to support learning at home. Pupils take home Sound books with a phonics focus and these link to the RWI Speed set 1 sounds. RWI Ditty Books and Book Bag Books are matched to phonetical knowledge and skills being taught. When ready, the pupils begin the book band boxes and enjoy a library book to take home too. Daily reading is recorded in the home school reading book.

The development of clear speech and comprehension of vocabulary and sentence structure is also seen as a vital element to support reading skills. Staff will model and promote this daily. Pupils may also follow a programme organised by the Speech and Language service (SALT) to assist with vocabulary, pronunciation and comprehension. Role play areas are in class, and staff are trained in ways to question to enhance reading and speech skills.

A 'poem a day' and discussions and activities focussed around the (tier 2) 'Words of Wisdom' (displayed in class) are promoted. It has proved to be very enjoyable and a great vehicle to discuss vocabulary and develop listening skills.

### Key Stage 1

Shared group reading experiences occur daily and targeted guided reading with adults occurs several times every week. Pupils are exposed to high quality texts to expand their understanding of words and text structures. Access to high level discussion that is age appropriate is provided, accompanied by the pre-teaching of vocabulary for those who need extra support. In class 1, children are read with every day and are read a story up to 5 times.

If parents are not supporting reading at home the school aims to fill this need and encourage the parents/carers to support their child more fully. Access to the library is weekly and pupils are encouraged to share books at home and

be read to for vocabulary development and to develop a joy and love of books.

More formal comprehension skills are introduced as the pupil's progress, but discussion of story and books is prioritised. The Schofield & Sims books for Year 2 comprehension provide a framework for practising written responses to questions.

### Key Stage 2

Again, 'A Poem a day' and 'Words of Wisdom' (tier 2 words, displayed in each class) help develop listening skills and vocabulary. Reading with the emphasis on high quality discussion of key texts is also vital to developing vocabulary and comprehension skills and awareness of text structures. These texts will cover non-fiction, biography, poetry, plays and narrative genres. Some will be key texts linked to the topic, others will be stand alone and are suitable for age grouping.

Daily personal reading opportunities are provided with time to change books. The class teacher provides discussion and reviewing of home reading weekly to promote whole class culture of reading. Daily reading is recorded in the home school reading book. Pupils are made aware of genre and authorial intent. Disadvantaged pupils or others needing support are prioritised by teachers in class.

Comprehension skills are developed through discussion of texts, performance and topic work. Schofield & Sims comprehension resources are available for a variety of levels; looking at the development of inference and information retrieval. In addition to this guided reading and teacher resources are used to develop reading and comprehension skills.

Challenge for high achieving pupils is provided as class teachers ensure questioning stretch their pupils and that resources and access to quality texts are offered.

Pupils perform an annual musical/performance which involves reading and performing a play script - everyone has a speaking part. Throughout the year pupils also read to audiences in assembly and community events.

### Intervention

At Warbstow we also implement an intervention program called, 'Project X'. Targeted children are introduced to an exciting structured reading scheme that motivates and aids progress. It is important that children who are struggling to learn to read catch up with their peers. This has proved to be effective in the past and most enjoyable for the pupils.

## Supporting your child read

We would be really grateful if you could report on any of the prompts below whilst listening to your child read. The prompts you use will vary depending on the age of the child and are shown below in a progressive order. Comments in their reading record will be really helpful to the school staff:

- Listens well and answers questions about the story
- Enjoys discussing the story
- Follows my reading with finger
- Reads selected words
- Finds matching words in the text
  
- Sounds out initial sounds well
- Is starting to sound out suffixes well (eg: ing, ed, ful)
- Accurately reads short vowel sounds (a, e, i, o, u)
- Accurately reads long vowel sounds (eg: ai, ay, ee, ea)
- Understands what a full stop is for and takes breath
- Can tell me what a '?' or '!' mean
  
- If the sentence has not made sense will go back and retry the sentence
- Is reading with good pace
- Is reading with awareness of vocabulary and likes to learn new words
- Can think of a synonym for a word
- Is reading with expressive voice
- Is reading with increased fluency
- Will persevere and self-correct
- Asks me to explain new vocabulary
- Records new words and checks next day
  
- Can tell me the genre of the book (science-fiction, fairy tale etc)
- Can tell me features of the text (has a lot of direct speech, personification)
- Can make a sensible prediction
- Shows empathy with the characters
- Can discuss the authors intentions
- Can relate to another story in similar style

## Reading at Warbstow Primary academy

Reading fluency and comprehension  
can be improved

by teaching children specific strategies  
that they can apply

to both check how well they comprehend what they read and overcome barriers to  
comprehension. These include:

- **prediction;** (What do you think will happen next?)
- **questioning;** (Who is the main character? Where is the scene set?)
- **clarifying;** (What do you mean by that? Let me explain further)
- **summarising;** (What just happened in the text/chapter/story?)
- **inference;** and (Why do you think that the character feels like this?)
- **activating prior knowledge.** (What do you know already about this type of story/text/character?)

When reading use a mix of these strategies (2 or 3) each time you read to your child. Try  
and use a different variety each week.

**Make a record of what strategy you used and how well your child did.**

