



Reading at Bishops Itchington Primary School and Pre-School

The teaching of reading is prioritised at our school to enable pupils to access the whole curriculum.

Early Reading

From the very early stages of pre-school, children develop their love of books through listening to stories and learning about characters and plot.

As part of early reading skills, they learn to discriminate sound through environmental sounds, instrumental sounds and body percussion. They also experience rhythm and rhyme, alliteration, voice sounds, oral blending and segmenting. They learn to listen, enlarge their vocabulary, speak confidently, discriminate phonemes, order phonemes as they hear them and use sound talk to segment words into phonemes.

Monster Phonics, an approved scheme, is introduced in pre-school. In the Autumn Term of Reception Class Monster Phonics delivery of synthetic phonics enables children to become more familiar with the long phoneme 'Monster sounds' and begin SATPIN.

We have reading books assimilated to the graphemes being taught. These books also employ the grapheme colour-coded system. This ensures that pupils can apply the phonics they have learned when they are accessing books independently, in group work, or at home.

For an overview of the phonics delivered in KS1 please see 'Monster Phonics Termly Overview'.

Guided Reading

Guided reading is a strategy that is used in Reception Class. Guided reading is also used as an intervention throughout the school. Books are closely matched to children's ability and give pupils opportunity to consolidate graphemes previously taught, whilst developing segmenting and blending skills and sight vocabulary of high frequency words.

Whole Class Reading

In all reading lessons, teachers select high quality texts to ensure engagement and give opportunities to explore vocabulary.

VIPERS stands for:

Vocabulary

Inference

Prediction

Explanation

Retrieval

Sequencing (KS1) Summarise (KS2)

Independent Reading

Pupils participate in reading activity through the week to develop their independent reading. They access the library, which has a book-banded system to ensure that pupils are reading at the correct level.

Home Reading

School expectation is that children practise their reading skills at school and at home.

In KS1 children record the reading at home with an adult and they are encouraged to re-read the same text to embed vocabulary and sight words.

In KS2 children record their reading in a 'Magpie' book and undertake a chosen activity to show understanding of the text. These books are also used to record 'new vocabulary' giving the children the opportunity to experiment with new vocabulary and phrases.

Reading to children

Throughout the school, at the end of the school day, teachers read a book aloud to the children. Staff model expression, intonation and enjoyment of stories. This book can be linked to their English focus, their wider curriculum focus, or it can be independent of these, to capture interest.

This session ensures that pupils are free to listen and become immersed in this experience, allowing their imagination to develop.

Reading Interventions

As soon as gaps are identified, they are addressed quickly and effectively by providing additional support.

As children go into Key Stage Two, we ensure phonics provision is offered to those pupils who still need it. If pupils do not meet the standard in the Year 1 phonics screening (in either Year 1 or Year 2) they are given phonics intervention. This intervention is adapted according to need. Most reading interventions provide pupils with additional Monster Phonics as this programme supports dyslexic readers.

SEN

If it emerges that pupils have a specific learning need in reading, this will be identified on their Individual Education Plan and appropriate targets/interventions will be set and reviewed.

Reading Assessment

Daily formative assessment and termly summative assessment is used to inform reading progress.

In all cases, results are used to inform Teacher Assessment results. Any identified gaps in learning also inform on-going learning and informs planning.

Joy Russell
Assistant Headteacher