

## What does Reading look like at Silsoe VC Lower School?

At Silsoe VC Lower School, we are extremely passionate about reading and strive to provide stimulating and inspiring opportunities to engage the children in reading and books. We aim for every child to develop and foster a love of reading during their time at Silsoe, as we appreciate how much enjoyment reading for pleasure can bring.

Here at Silsoe, we teach our children to read using the Little Wandle Letters and Sounds Revised scheme. More information on this scheme can be found by following one of the below links:

<https://www.littlewandlelettersandsounds.org.uk/>

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

## What can you expect reading in Reception to look like?

- Children begin to work through the Little Wandle Letters and Sounds Revised programme with the expectation that the majority of children in Reception will be blending (and therefore reading) by Christmas.
- Children in Reception are taught the GPCs in Phases 2, 3 and 4 through 20-minute daily phonics lessons.
- In addition to this, children read in a group 3 times a week to practise their reading. Each reading practice has a different focus based on the same book:
  - **Decoding – segmenting and blending the words**
  - **Prosody – reading with rhythm, stress and intonation**
  - **Comprehension – understanding what they have read**
- In order to practise their reading at home, Reception children will take home 2 different books from the third week of their time at Silsoe:
  1. **A phonetically decodable book** matched to their current phonics knowledge. The expectation is that parents will read this book with their child a minimum of 3 times at home before it is changed. The book should be read more than once to promote fluency, expression and comprehension ... the focus is not just on the decoding but the whole “package” of reading.
  2. **A sharing book.** This book will be chosen from the library by the child and is intended to match their interest and passions and be read with family or friends in order to promote a love of reading. This will not always be a phonetically decodable book and the children will most probably need support when reading or will need the book read to them.
- Children will read individually twice a week with their class teacher or teaching assistant and comments are recorded into the children’s reading diaries.
- Children will listen to their teachers reading books during daily story times.
- They will complete a range of independent reading activities to consolidate their phonics learning.
- Children will have an opportunity each week to visit our school library and choose a book that interests them that they can take home and share with an adult.

### **What can you expect reading in Year 1 to look like?**

- Children continue to work through the Little Wandle Letters and Sounds Revised Programme and consolidate their knowledge of the GPCs in Phases 2, 3 and 4 before moving onto the GPCs in Phase 5. This is during daily 20-minute phonics lessons.
- In addition to this, children read in a group 3 times a week to practise their reading. Each reading practice has a different focus based on the same book:
  - **Decoding – segmenting and blending the words**
  - **Prosody – reading with rhythm, stress and intonation**
  - **Comprehension – understanding what they have read**
- The teaching of reading and reading comprehension is assessed based on the National Curriculum reading objectives.
- Children read individually twice a week with their class teacher or teaching assistant and comments are recorded into the children's reading diaries.
- Year 1 children take part in the phonics screening test at the end of the year and will spend time in the summer term revisiting and consolidating their phonics knowledge following the Little Wandle Scheme.
- To practise their reading at home, Year 1 children will take home 2 different books:
  1. **A phonetically decodable book** matched to their current phonics knowledge. The expectation is that parents will read this book with their child a minimum of 3 times at home before it is changed. The book should be read more than once to promote fluency, expression and comprehension ... the focus is not just on the decoding but the whole "package" of reading.
  2. **A sharing book.** This book will be chosen from the library by the child and is intended to match their interest and passions and be read with family or friends in order to promote a love of reading. This will not always be a phonetically decodable book and the children will most probably need support when reading or will need the book read to them.

### **What can you expect reading in Year 2 to look like?**

- Children continue to consolidate their Phonics knowledge in the autumn term of Year 2. Any children who need further consolidation or support will receive catch-up interventions following the Little Wandle Letters and Sounds Revised scheme.
- Children share whole class texts twice a week to develop their comprehension skills and follow up this work through written responses and oral discussions.
- Children read individually 2x a week with their class teacher or teaching assistant and comments are recorded into the children's reading diaries.
- Year 2 classrooms have reading areas in the classroom where there are carefully chosen books for the children to read.
- Children take home their individual reading book, matched to the book band they are currently working on, along with a sharing book from the library.
- Spellings taken from the National Curriculum spelling list are practised from the spring term and are sent home weekly for homework. It is then expected that these spellings are used and spelt correctly in their written work.

## **What can you expect reading in KS2 to look like?**

- The teaching of reading and reading comprehension is based on the National Curriculum reading objectives.
- Additional phonics support is provided for the children who did not achieve the expected phonics standard by the end of Year 2. This is in the form of catch-up interventions following the Little Wandle Letters and Sounds Revised scheme.
- There is time put aside daily where the whole class read their own individual reading books independently.
- Children are listened to 1:1 by a teacher or TA once a week and comments are recorded in their reading diaries.
- Children take home their individual reading book daily along with a sharing book from the library.
- Some topics which are taught across the year have a text link and novels are read regularly.
- Spellings taken from the National Curriculum spelling list are sent home weekly for homework and are tested each week. It is then expected that these spellings are used and spelt correctly in their written work.
- Children visit the library to choose a book that matches their interests and passions.
- Children will read different texts in other lessons across the curriculum.
- They will have the opportunity to become school librarians and learn how to take care of and run a library.
- Children will learn spelling rules that offer alternative graphemes to the GPCs that they have learnt in Early Years and KS1.
- Children follow the reading band scheme for their own reading books. This is matched to their word reading, fluency, understanding, pace and expression.
- Some children may become 'free readers' towards the end of Year 4 and will be able to choose their own books to read.

## **Reading Band System**

All reading books used in Years R and 1 have been carefully matched to our phonics scheme and are entirely decodable. These books are also available to and are used by any children in Years 2 – 4 who require them to consolidate their phonics knowledge.

Once a child has completed the phonics programme and no longer requires phonetically decodable books, they move onto the Oxford Reading Tree Book Band books which start at Green Band and end at Dark Blue Band. These books are carefully matched to a child's word reading, fluency, understanding, pace and expression skills and children are frequently assessed during 1:1 reading sessions to ensure they are reading at the correct level to encourage fluency and confidence.

Below is our Book Band progression table for children working within the age related expectations:

Suggested Year Group	Decodable Books/Book Bands
Reception	Phase 2, 3 and 4 weekly decodable books.
Year 1	Phase 4 recap and Phase 5 decodable books
	ORT Book Band 5 Green
	ORT Book Band 6 Orange
	ORT Book Band 7 Turquoise
Year 2	ORT Book Band 8 Purple
	ORT Book Band 9 Gold
	ORT Book Band 10 White
	ORT Book Band 11 Lime
Year 3	ORT Book Band 12 Brown 1
	ORT Book Band 12 Brown 2
	ORT Book Band 13 Grey 1
	ORT Book Band 13 Grey 2
Year 4	ORT Book Band 14 Dark Blue 1
	ORT Book Band 14 Dark Blue 1
	Free Reader

### **Reading for Pleasure**

Reading for pleasure is promoted and encouraged throughout our school. From Reception to Year 4, texts are shared and chosen carefully to inspire and motivate children to want to read. We recognise the value of teachers and teaching assistants reading aloud, modelling appropriate use of story language and reading with expression to the children, in order to improve their understanding of different story structures, to enthuse them with a love of books, inspire them as writers but most importantly, to make reading fun.

### **Some of the ways in which we develop reading for pleasure include:**

- Where possible classes have a reading area; a cosy space within the classroom for children to sit and read.
- Themed reading activities are planned throughout the year e.g. dressing up for World Book Day.
- We often have a visiting author. In the past we have had a visit from Nicholas Allan and David Litchfield.
- Recommended reads - a selection of texts, fiction and non-fiction books, that have been recommended by their teacher or peers to read.

- Making full use of the school library. Children are able to borrow a book from the library each week to take home.
- Celebrating achievements in reading by giving out Values stars or leaves during whole school worship.
- Having reading challenges within each class or year group.
- Liaising with the local library to promote their summer reading challenge.
- Holding book fairs to encourage children to purchase their own books to read at home.

**“One of the greatest gifts adults can give is to read to their children” Carl Sagan**

### **How can parents can help at home?**

- Make reading a priority every day. Take the time to listen to your child read their book from school, share the reading of a library book or read a book to your child.
- Ensure to discuss the text you or they have read to ensure that your child has understood it.
- Ask them key comprehension questions for their year group. These can be found in your child's reading record.
- Include them in day to day reading. Show them that reading is an essential skill in general life by giving them the shopping list to read, instructions for how to play a game, or a recipe to follow.
- Read aloud to your child in an expressive, fun way modelling how to follow the punctuation in a sentence or how to change your voice for a different character.

### **Reading Records**

At Silsoe, we use reading records to keep track of the books children are using and how often they are read. When you read with your child at home, please record which page you read up to and sign your name. You could also add a simple sentence to record if they have enjoyed the book, any words they found tricky, how well they answered you questions or if they made any links between the information in the story and their school learning. When a member of staff listens to a child read, they will also record the page they read up to, sign their initials and provide a brief comment on how the child read.