

# St Peter's CofE Primary academy - Reading Strategy Year 2-Year 6

## Reading

### Reading for pleasure

Each class is read on a daily basis. The texts have been carefully chosen to complement learning, provide a mixture of classic and contemporary authors and poets, and to ensure a wide range of genres and styles are explored. We know that through these texts, children are exposed to a rich and varied diet of literature.

Each classroom has an inviting book corner with a wide range of high quality texts for the children to access freely. Each week the children visit our amazing library, spending time reading, listening to stories and to find a take-home book of their own choosing. As a school, we have weekly DEAR time (Drop everything and read) and this takes place on a Friday morning. Our year 5 and 6 children read and share books with KS1.

Children will have additional reading time throughout the week and Year 6 also have daily independent time to read their colour banded books.

### Whole Reading Lessons Year 2-6

#### Year 2 Reading

During the first Autumn term Year 2 will complete Little Wandle Phonics Scheme. They will be assessed before they exit the scheme on their reading fluency and decoding skills. If they have reached the required level, then they will move onto reading colour banded books. They will then start the Whole Class reading sessions during the Autumn 2 half-term, following Fred Teaching scheme in line with the rest of the school.

We know that here are many reasons some children will need a little longer to reach this expected standard and will need to continue with the scheme. These children will take part in the whole class reading lessons but will also take part in additional Rapid Catch-Up sessions and have extra reading sessions to bridge the gap. They will be assessed each half term to monitor their progress.

### Individual reading years 2-6

As part of our reading offer, we have implemented a school wide reading scheme with all children being given a book banded reading book in all year groups. This was implemented in KS2 post Covid and is a perfect way of supplying appropriate and challenging texts for our children to read. It is more important than ever that children read quality texts and we have found that this has already had a positive impact on vocabulary and writing. The children will have a colour-banded book to read at home in Years 2-5 and year 6 to read them in school.

### Assessment –whole school

The children's reading fluency and comprehension skills will be assessed termly using Pixl assessments. The children's colour band level is also assessed using a Bench marking scheme half termly to ensure they are reading the correct level.

### What if my child is not at the expected age-related level in reading?

The children will still take part in whole class reading lessons. They may need teacher adaptations or scaffolded support to enable them to fully access the lessons.

Sometimes pupils will be identified as '*at risk of falling behind*' the expected rate of progress for reading. It can be for a large variety of reasons, e.g. their phonic ability to read and decode words, their reading fluency or reading comprehension skills or simply because of absence from school.

Children are quickly identified and given the intervention sessions best suited to their need and will be regularly assessed to monitor their progress. These could include.....

Little Wandle - Rapid catch up	Nessy	Precision Teaching / Direct instruction.	Reading Fluency	Comprehension	Extra Reading
For children reading Turquoise or below. This is a daily invention focusing on 2 ½ sessions of phonics and 2 ½ reading.	An online reading a spelling programme , which the children can work on independently.	This is a daily 1 to 1 intervention which can target grapheme and word recognition depending on the needs of child.	Using either Pixl -Speed reading Or Fred Teaching Fluent in Five	Pixl comprehension intervention	Either 1 to1 Or in small groups



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### Special Educational Needs

For children with Special Educational needs, they will take part in Whole Class Reading sessions, but depending on their level of need they may have 1 to 1 support or scaffolded resources. Additional provision will be outlined in their Individual learning plans and will be tailored to their specific needs. These will be agreed and monitored by the Senco.

### How can I support my child at home?

Read to and with your child as often as possible. Even though your child is able to read independently, it has been proven that children who are read to regularly have a deeper understanding, a wider vocabulary and a greater love of literature. The Year 6 children will be provided with CGP revision books for reading and these will need to be completed as homework.