



Strategy for Reading 2017

Northridge Community School

Strategy for Reading

Reading must be taught throughout the school. Learning the skills of reading does not just happen.

At Northridge Community School we aim to teach the skills of reading and a love of reading so that our children:

- become curious learners who develop enjoyment and pleasure in reading
- understand the meaning of what is read to them and what they read
- respond to what they read

Our teaching objectives cover these key areas:

1. Response to reading
2. Derive meaning from text
3. Word reading – phonics and understanding the meaning of new words
4. Comprehension – understanding what is read to them and what they can read
5. Comprehension – developing pleasure in reading

By the time they leave Northridge Community School, we expect children to:

Response to Reading

- Know a range of songs, rhymes and poems
- Listen attentively to books that are read to them
- Enjoy choosing books to engage with
- Access books independently and with other pupils
- Show an interest in the content of books
- Talk about the pictures in books
- Tell someone why they liked/disliked a story

Derive meaning from text

- Explore pictures in books

Making sense of a text/decoding

- Match pictures to words
- Match letters and short CVC words
- Recognise or read a growing repertoire of familiar words or symbols, including their own names
- Use their phonic knowledge to decode regular words and read them aloud accurately
- Read and understand simple words and sentences
- Demonstrate understanding about what they have read when talking with others

Vocabulary (1a)

- Learn the meaning of new words

Retrieval (1b) Sequencing (1c)

- Check the text makes sense
- Retell familiar stories in own words

Inference (1d & 1e)

- Make a prediction in a familiar story
- Talk about characters' feelings
- Make some inferences on the basis of what is being said and done

We achieve this through:

- Encouraging children to show interest in books and rhymes
- Repeating favourite words and phrases from familiar stories
- Joining in with repeated refrains
- Modelling handling books correctly
- **Reading aloud every day 3.10 – 3.20 p.m.**
- Talking about characters and events in stories
- **Creating an environment and ethos in the classroom that supports children with a love of reading – creating a reading environment that is visually pleasing, exciting and cosy with sensory resources (e.g. rugs, cushions, fairy lights, lava lamps) and is well stocked with a wide range of reading and puppets, teddies, toys for the children to share books with like the teachers do with them**
- **Displaying environmental print in the classroom, including the reading areas (e.g. current phonemes and words the children can read)**
- **Giving children regular access to the reading area, modelling how to enjoy books**
- Using story bags and sensory bags linked to texts to engage the children in reading
- **Teaching phonics daily as part of the first lesson of the day to include **Phase 1** teaching and learning – this should be on a teach/practice/apply basis (bit more detail for monitoring)**
- **Teaching reading skills daily as part of the first lesson of the day**
- Identifying learning objectives from the relevant assessment grids
- Developing a reading skills display that matches the teaching
- Giving pupils the opportunity to verbally respond to their reading
- Using the PM Readers book scheme to teach children how to apply their phonics skills in context
- **Giving children regular access to the school library, helping them to choose books and enjoy books**
- **Ensuring the books in the library are relevant and appealing and are updated when appropriate**
- Developing key questions by using the question stems

Assessment of Reading

Children will be assessed in reading using the assessment grids and identified gaps used to inform teaching.

Assessment evidence will come from:

- Phonics assessment grid
- Reading assessment grid – tick when you have seen children applying skills independently
- Videos of children working with adults or accessing books independently
- Practice phonics screening checks

Arrangements for the moderation of Reading

The assessment of reading and the use of evidence to support assessment judgements will be moderated by the Literacy Leader at the end of each term by looking at all the assessment evidence outlined above and listening to a sample of children from each class reading.

Arrangements for the monitoring of Reading

The English Leader will:

- Monitor the teaching of phonics and reading through observations once a term
- Monitor pupil progress in reading across the school each half term by analysing pupil data
- Visit classrooms regularly to ensure that attractive and stimulating reading environments are maintained