

Brook Primary School Reading



Strategy



Our reading curriculum:

At Brook Primary School, we recognise the importance of becoming a successful reader, as **reading is the key to all other learning**. Our vision is that every child will leave Year 6 able to **read easily, fluently and with good understanding** and that they will develop the habit of **reading often, for both pleasure and information**. Our reading curriculum is designed to ensure that our pupils' reading journey begins as soon as they join Brook Primary, where they are exposed to a wide range of stories and rhymes alongside being introduced to our systematic phonics scheme **Read Write Inc.** Once the children are fluent readers, they focus on developing their comprehension skills through using a range of **reading domains**. To support this, a reading-based activity will be completed each day, and this will be recorded in the children's reading journal.

Aims

- Teach explicit reading skills for at least 30 minutes each day, developing children's competence in word reading and comprehension
- Encourage reading for pleasure through weekly book talk sessions and reading records
- Listen to each child read at least once a week
- Provide our children with engaging reading material
- Provide access to an extensive school library
- Provide comfortable and inviting reading areas within classrooms for children



Read Write Inc. Phonics

We follow the Read Write Inc. Phonics programme, a comprehensive scheme which underpins a clear phonetic journey through children's early reading.

- Children are first taught to 'Fred talk' (oral blending), alongside being taught the sounds using pictures, story and phrases
- Children then learn to blend sounds
- Children are taught to segment using 'Fred fingers' for spellings
- Once children are blending independently, they practice reading decodable green words, tricky red words and nonsense words
- Children are taught to apply their phonics skills and improve fluency through the Read Write Inc. story books, which are matched to their ability. These books only contain sounds which the children have been taught before within discrete speed sound lesson
- Children are assessed every half term to ensure they are placed in the correct group for their ability. Progress in phonics is closely tracked and children who are identified as not making sufficient progress are tutored on a 1:1 basis (around 2-3 times a week) to ensure gaps are filled

Reading for pleasure

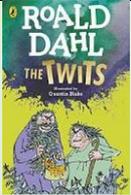
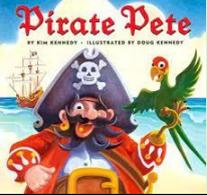
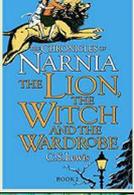
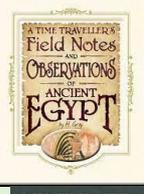
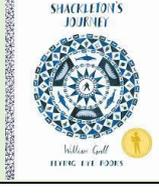
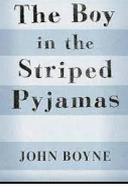
To foster a love of reading we have a weekly timetabled 'book talk' session. This provides a fantastic opportunity for staff and children to share book recommendations and reviews, as well as having many discussions about books in general. Here are some examples of our book talk slides.

<p>KS1 (and above!) The Most Important Animal of All by Penny Worms, illustrated by Hannah Bailey</p> <p>What do you think the most important animal of all is? Tell your talk partner why you think this.</p> <p>This book begins with a teacher challenging her class to decide which animal is the most important of all. Seven children choose a different animal each and take it in turns to explain why they think it is the MOST important.</p> <p>I really enjoyed reading this book because it is full of interesting information about each animal, and it contains beautiful illustrations. My favourite part was seeing the amazing photographs of the animals up close and in their habitats. This really is a great book for all!</p>			<p>KS2 The Boy at the Back of the Class by Onjali Rauf</p>  <p>The Boy at the Back of the Class is a story about a nine-year-old child and her three friends (Tom, Josie and Michael). One day, the empty chair at the back of their classroom is taken by a new boy, Ahmet. The children soon find out that Ahmet is a refugee from Syria and that he has been separated from his family. Desperate to help, the four friends come up with 'the greatest idea in the world' to try and reunite Ahmet with his parents. The book is full of humour and focuses on themes of friendship, kindness and hope.</p> <p>One of my favourite parts of the story is when the narrator buys Ahmet a porridge to remind him of his home. It is such a heart-warming moment where Ahmet smiles for the first time, 'not a small smile, or a side-smile or even a half-smile, but a real, proper smile that went from one cheek to the other, and which made his eyes smile too'.</p>	<p>UKS2 The Valley of Lost Secrets by Lesley Parr</p>   <p>Jimmy and his younger brother are evacuees. They have been sent away from the danger of WW2 in London to the countryside in Wales. Jimmy is struggling to adapt to his new surroundings. He feels out of place and is desperate to return to his home in the city until he makes a sinister discovery - a human skull hidden in a tree!</p> <p>What is the secret of the skull? Who in the village can he trust? What historical secret has he stumbled upon?</p> <p>This is a fantastic read, perfect for year 6 children who have learned about World War Two. It is a quick paced book with a gripping story which has lots of twists and turns until the mystery is finally solved.</p>
---	--	--	--	---

Core Texts

At Brook Primary, our English lessons are planned around a quality text. These texts are mapped out to link with topics where appropriate and to ensure coverage of a range of genres and themes (including fiction, non-fiction, classical text and contemporary texts).

Core Text overview:

Year group	Autumn term	Spring term	Summer term
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

Reading books

At Brook Primary School we have a range of high quality, up-to-date children's literature, including: fiction; non-fiction; picture books and graphic novels (We have recently invested over £3000 in new books!).

Children within KS1 will be given a Read Write Inc. Phonics reading book alongside a sharing book. Children within KS2 will select a reading book from one of our 3 bands: **W** (working towards), **E** (expected) and **G** (greater depth).



Reading assessment

- Pupils are assessed in reading in line with Brook Assessment Policy.
- Progress is discussed termly in Progress Meetings with the Headteacher.
- We use reading target cards to monitor children's reading progress if they fall into the lowest 20%. Children on the SEND continuum will be assessed against appropriate targets.

SEND/Interventions

- In accordance with the school's Special Educational Needs policy, any child who is on the SEN register with a reading target will have a suitable PDR set by class teachers/Dudley Learning Support Team which will be executed within the school timetable and curriculum. Toe by Toe may be used as an intervention to support these children if applicable.
- Within lessons, differentiated work will be planned and provided for children with special educational needs.
- As part of the Read Write Inc. Phonics programme, any children who are identified as not making sufficient progress will be tutored on a 1:1 basis.
- Children within Years 5 and 6 who have been identified by the class teacher as needing extra support with reading will complete weekly Read Write Inc. Fresh Start interventions.



Useful links

- **Read Write Inc. Phonics: a guide for parents** <https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>
- **Open University Reading for Pleasure Project** <https://ourfp.org/>
As part of our commitment to developing a positive reading culture, we are working with the Open University on a research-based project to create communities of readers. The website link above is well worth a visit, with tips for parents and fun activities for children.