

Reading @ Greetland



We believe every child is a reader

The Greetland Academy Reading curriculum ensures the two dimensions of reading (word reading and comprehension) are mastered. We aim to have speedy, fluent readers who can comprehend.

We have built a culture, appreciation and love of reading in our pupils. They understand the importance of reading and how it can help them gain knowledge across the curriculum, widen their vocabulary and can feed their imagination.

We provide an extensive experience of listening to, sharing and discussing a broad range of high-quality books. Our pupils are encouraged to read widely across both fiction and non-fiction.

Phonics

At The Greetland Academy we use Little Wandle Letters and Sounds Revised as our Systematic Synthetic Phonics programme. This programme is followed with rigor and fidelity by all teachers and teaching assistants. Discrete whole-class phonics lessons are taught to all children, daily in Reception and Year 1. To ensure that learning is embedded, flashcards and reading opportunities continue throughout the day and additional phonics teaching is given to identified children. Phonics remains the main strategy that we use to approach/decode unfamiliar words and spelling across the school. We never use our children as an excuse and believe we can teach all children to read.

Individual phonics assessments are completed for all children in Reception and Year 1 every half term (plus children still learning the code). Teachers then use this information to support pupils in moving forwards. Continuous formative assessment is carried out during lessons and this is used to inform any same day intervention or catch up.

Children who have been identified as “at risk of falling behind” receive daily intervention until they are back on track. We continue to use Little Wandle Letters and Sounds Revised interventions, no additional packages are used.

The Little Wandle Rapid catch up programme is used with children in Year 2 and above who need more support with mastering the phonic code and becoming fluent readers.

Reading To Learn Book

Children should be proficient, independent blenders before books are taken home. Those children working within the Phonics Phases have their reading books selected by the class teacher to match the sounds that they are currently working on or need to practice. This way the books become a focused tool to support progress. Books are changed weekly to allow pupils to develop their fluency over the week then sent home. The books match our chosen SSP and are carefully aligned to pupil's ability and need. We do not ask our children to read books that do not match their phonics knowledge.

Pupils who no longer require daily Phonics sessions read in school then take home books published by Collins Big Cat. These go all the way up to Pearl band. This 'Reading to Learn' book is used as a tool to drive progress in reading.

Colour Band	Year Group Guide
Turquoise	Year 2
Purple	Year 2
Gold	Year 2
White	Year 2
Lime	Year 2
Lime +	Year 2/3
Copper	Year 3
Topaz	Year 3
Ruby	Year 4
Emerald	Year 4
Sapphire	Year 5
Diamond	Year 6
Pearl	Year 6+

Reading Practice Sessions

Reading practice sessions are timetabled three times a week. Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. *From Sapphire band onwards each focus will need two sessions because the books are longer therefore it will be the same book for 2 weeks.*

The reading practice sessions have been designed to focus on three key reading skills:

- Decoding/Vocabulary understanding
- Prosody – reading with meaning, stress and intonation
- Comprehension – understanding the text.

Library Books

Alongside the 'Reading to learn' book which is sent home weekly. Pupils have the opportunity to choose and take home a book from the school library. In Reception and KS1 we encourage this book to be a shared story that the adult reads. At The Greetland Academy we have a library at KS1 and KS2 with carefully curated books and displays.

Repeated Text Books

To support a love of reading, Reception, Year 1, 2 and 3 all have a repeated text library. These books are read purely for pleasure and we read them over and over again! These books have been specifically chosen to help develop vocabulary and an awareness of story structure. There are many benefits when children listen to or read the same book repeatedly such as:

- Vocabulary and Word Recognition
- Pattern and Rhythm

- Fluency
- Comprehension
- Confidence

Talk Through Stories

In Reception and Key Stage One, Talk through Stories is taught every day. The programme is designed to get children to love the story first and, when they know it well, we teach them to use the 'Tier Two' words from the story in everyday contexts. (Tier Two words are words that children are unlikely to hear in everyday conversation, but will encounter in stories and teaching as they progress through school.) The structure of each session is as follows:

- Read the story.
- Contextualise the word within the story.
- Have children say the word.
- Provide a student-friendly explanation of the word.
- Present examples of the word used in contexts different from the story context.
- Engage children in activities that get them to interact with the words.
- Have children say the word.

Fixing Fluency

We recognised that when pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending a text. Across an 8 week block 'Fixing Fluency' is delivered in Year 4 & Year 5. Pupils improve their fluent reading of age-appropriate texts, with a focus on prosody, through six core strategies: modelled expert prosody, echo reading, repeated reading, text marking, performance reading, and modelling comprehension strategies.

Our aim is to ensure that, by the end of their primary education at The Greetland Academy, all of our pupils are able to read fluently, and with confidence, in any subject ready for the next stage in their education as well seeing themselves as a reader who enjoys reading for choice, pleasure, interest, challenge and enjoyment.