

EARLY YEARS

Sharing and enjoying a wide range of books begins at the very start of a child's journey in Biddick Primary School. The early years unit has well used reading corners, enhanced with a range of carefully selected books and props to support the retelling of favourite stories and we also have an open library, where parents and children can select books to enjoy sharing at home. Non-fiction texts are used to enhance areas such as investigation and building and books are available in the outdoor provision to support gardening and insect observations.

In Reception, sounds are introduced at a rate of one a day throughout the autumn and spring term. These lessons comprise of learning different graphemes, focussing on oral and aural phonological skills and sight vocabulary. During these sessions, children are also explicitly shown how to apply their developing skills to their writing through handwriting sessions three times a week.

Guided reading sessions are followed up with reading at home, and parents share in their child's learning by commenting in home reading record books. Sight vocabulary is developed with the use of flash cards, which are sent home with weekly reading books.

KEY STAGE 1

To foster an interest in books and reading for pleasure, each Key Stage One classroom has a well-used and well loved 'story corner.' This is stocked with topic themed fiction and non-fiction books, finger puppets, retelling dice and cards and our reading buddies. This area of the classroom is always open to the children in exploring time. In addition to a range of texts there are always at least two reading provision jobs that the children are expected to complete during the week.

In Autumn Term, Y1 children recap their Set 2 RWI sounds and move on to learn Set 3. Split diagraph sounds are a focus for Spring Term along with the final Set 3 more complex sounds like (tion/cious). Daily phonics sessions allow children to work at the level that is right for them, saying, reading and writing the sound and then, when ready, tasks to support application.

In KS1, we aim to teach many of the Key Performance Indicators for reading within our three weekly English blocks of work using a high-quality text. We have a standalone reading session, where the children read within a guided group focussing on one or two objectives and move around a carousel of reading/phonics games and activities.

During Autumn and Spring Term, KS1 children's reading sessions are planned using Read Write Inc. books and then in the Summer Term Y2 children are expected to have completed these books and begin to access free choice readers and some children use Accelerated Reader.

We aim to work in partnership with parents and really value home reading. KS1 children read both RWI and Oxford Reading Tree books at home and are expected to read regularly over the week to an adult. Our reading record book becomes a two-way dialogue between home and school and builds a picture of our children's reading ability. This is incentivised with dojos and a chance to take home our class reading mascot for the weekend. Homework books also include a termly reading challenge aimed at developing a wider range of reading.

KEY STAGE 2

In KS2, we have a minimum of three stand-alone reading sessions per week. These sessions are in addition to the teaching of reading within English and other events and activities. We also use Accelerated Reader, where appropriate, for independent reading practice and Reading Plus in Y5/6 as a tool to improve comprehension and efficiency.

We use the Sunderland Key Performance Indicators to ensure we teach a tight progression of reading skills and, within our standalone reading sessions, a range of approaches are used to achieve the best outcome. These will include: whole class guided reading with one text and focussing on one or two objectives, paired reading activities, VIPERS, Thinking Skills / DARTs Detective work and group guided reading to focus upon key teaching point/misconception.