



## Pirton Hill Primary School

### Our Approach to Developing Reading

At Pirton Hill, we use a range of strategies to ensure that our children can read fluently and with comprehension. We promote reading for pleasure. Our staff model a 'love of reading' to the children through sharing their favourite books and stories throughout their teaching. Our aim is for all pupils to become confident and able readers with a life-long love of reading.

Developing Fluency			Developing Comprehension		
Phonics	Home Reading	1:1 Reading	Guided Reading	Class Book	Accelerated Reader
Nursery – Y2	Rec – Y6	Rec- Y6	Rec – Y6	Rec – Y6	Y3 – Y6
<p><u>Our Approach:</u></p> <ul style="list-style-type: none"> <li>- We are currently transitioning from the 'Letters and Sounds' phonics programme to 'Essential letters and sounds'.</li> <li>- Pupils take part in daily phonics sessions using a systematic synthetic phonic approach.</li> <li>- Each session is split into four sections – review, teach, practise and apply.</li> <li>- Pupils are taught the skills they need to recognise sounds, decode, segment and blend unfamiliar words.</li> <li>- Pupils that are working below the expected standard in phonics will receive targeted interventions.</li> </ul>	<p><u>Our Approach:</u></p> <ul style="list-style-type: none"> <li>- Pupils books are pitched to individual ability.</li> <li>- As part of the transition to 'Essential letters and sounds' pupils in reception and year 1 will have access to fully decodable reading books.</li> <li>-Pupils that are working below the expected standard in reading will continue to access books pitched to their phonic knowledge ability.</li> <li>- Pupils are expected to read 5x a week for a minimum of 20 minutes.</li> <li>- All pupils have a reading log, which is signed regularly by parents and checked by teachers.</li> </ul>	<p><u>Our Approach:</u></p> <ul style="list-style-type: none"> <li>- In Reception and KS1, pupils regularly read with an adult. Children are taught to decode, segment and blend words when reading.</li> <li>*Pupils that are working below the expected standard in reading will be provided with additional support through reading with an adult.</li> <li>- In KS2, those pupils that have been identified as requiring more intervention are listened to daily by an appropriate adult.</li> </ul>	<p><u>Our Approach:</u></p> <ul style="list-style-type: none"> <li>- On Mondays, pupils take part in a whole class reading session, focussing on applying a particular reading skill.</li> <li>- For the rest of the week, reading activities are then linked to a specific reading skill taught that week.</li> <li>- Reception children take part in a weekly book talk session. The class share a book and answer questions based on what has been read.</li> <li>- Teacher or Teaching Assistant (TA) will read with a small group.</li> <li>- Activities follow the carousel approach.</li> <li>- Reading activities are linked to specific skill taught that week.</li> </ul>	<p><u>Our Approach:</u></p> <ul style="list-style-type: none"> <li>- Pupils are read to by the teacher every day for at least 15 minutes.</li> <li>- Text is pitched to year group.</li> <li>- The text is chosen from our reading spine or an appropriate age range text.</li> <li>- A poster is displayed on each door showing what each class is reading.</li> <li>- The teachers share their favourite books with children every half-term.</li> </ul>	<p><u>Our Approach:</u></p> <ul style="list-style-type: none"> <li>- Pupils complete a 'Star Reading' test every half-term.</li> <li>- Pupils read daily at home and in school.</li> <li>- Pupils read a variety of genres</li> <li>- Pupils choose books pitched at their individual level.</li> <li>- Pupils complete reading comprehension quizzes.</li> <li>- A celebration of reading within a class every half-term.</li> <li>- Pupils are able to use the library, weekly and reading areas, daily to choose books.</li> </ul>

	<ul style="list-style-type: none"> <li>- Pupils are encouraged to change books regularly – use of library/book areas.</li> <li>- Pupils are encouraged to choose a variety of genres.</li> <li>- Pupils are timetabled, a weekly slot, to visit the library and have the opportunity to borrow books, within their reading ability range, to take home.</li> </ul>		<ul style="list-style-type: none"> <li>- Termly assessments inform teachers of gaps in pupil’s knowledge. Targeted questioning and activities will be used to overcome these areas of weakness.</li> <li>- Books are pitched to year group expectations and are taken from our progressive reading spine.</li> <li>- Targeted children receive interventions linked to comprehension skills.</li> </ul>		
<p><u>Our Intended Outcomes:</u></p> <ul style="list-style-type: none"> <li>- Pupils will develop phonemic awareness and develop fluent reading</li> <li>- Pupils become confident readers that read with accuracy.</li> <li>- Decoding will become automatic.</li> <li>- Pupils will pass the phonics screening test at the end of Year 1.</li> <li>- Pupils will be secure in all 6 phases of the phonic scheme.</li> </ul>	<p><u>Our Intended Outcomes:</u></p> <ul style="list-style-type: none"> <li>- Pupils achieve their reading keyrings (Reception and KS1) or Star Reader Bugs (KS2)</li> <li>- Increase in fluency to Age Related Expectations (ARE).</li> <li>- All children make at least expected progress each year and between statutory assessment points.</li> <li>- All children develop a love of reading.</li> </ul>	<p><u>Our Intended Outcomes:</u></p> <ul style="list-style-type: none"> <li>- Through continued practice of reading children will develop their recognition of words and will then develop their reading fluency, as well as comprehension.</li> <li>- Increase in confidence of reading and being exposed to new books.</li> <li>- All children develop a love of reading.</li> <li>- Individuals make at least expected progress each year and between statutory assessment points.</li> </ul>	<p><u>Our Intended Outcomes:</u></p> <ul style="list-style-type: none"> <li>- All children make at least expected progress each year and between statutory assessment points.</li> <li>- SATS results (Yrs 2 &amp; 6) to be at least in line with the national average.</li> <li>- Pupils will have increased understanding of a variety of genres.</li> <li>- Increased knowledge of a wide range of ‘Tier 2’ vocabulary, which will enable all pupils to access and understand a wider range of texts.</li> <li>- Evidence of progression, each year, of comprehension skills.</li> </ul>	<p><u>Our Intended Outcomes:</u></p> <ul style="list-style-type: none"> <li>- All children develop a love of reading.</li> <li>- Pupils are inspired to read a variety of text types for pleasure.</li> <li>- Pupils are exposed to a variety of genres.</li> </ul>	<p><u>Our Intended Outcomes:</u></p> <ul style="list-style-type: none"> <li>- All pupils make at least chronological age progress, evident through Star Reader tests.</li> <li>- All children reading at home.</li> <li>- All pupils achieving their reading bugs as they meet their personalised target.</li> <li>- Year 6 SATS results to be at least in line with the national average.</li> <li>- All children make at least expected progress each year and between statutory assessments.</li> <li>- Evidence of progression, each year, of comprehension skills.</li> <li>- All children develop a love of reading.</li> </ul>