



Reading at Bloxham CE Primary School

Reading is the cornerstone to all children's learning, particularly as without it, other learning is difficult to access. At Bloxham Primary School, we aim to develop a love of books as well as children's ability to read.

Phonics

We begin in Foundation, using the highly successful 'Read Write Inc.' phonics programme. Children learn how to 'read' 44 sounds in words (speed sounds - these are the phonemes not names). The speed sounds are divided into small groups. Once children have learnt all the sounds in one group, they move on to sound blending the letters in that group to read words.

For example, once children have learnt to read the first 5 sounds: m a s d t they can then start to read words that include these sounds such as mat, sat, sad, mad, at, etc.

The children will then learn the next five sounds and be able to read words with a combination of the ten sounds. When teaching the speed sounds it is very important that an intrusive 'uh' to the end of the consonant sound is not added. It is essential that they are pronounced as pure sounds: 'mmmm' not 'muh', 'ffffff' not 'fuh' and 'lllll' not 'luh'.

This can be quite difficult to begin with but by ensuring only the pure sounds are pronounced, children will find it much easier to blend the sounds to read words.

Alongside this, children will learn how to scribe these sounds. This is vital for reading and helps children learn to spell.

The children also practise reading and spelling 'tricky words' which are words you cannot sound out and therefore children have to read these words on sight.

Once children can blend sounds together to read words they practise reading 'Ditties' once a week during their phonics sessions that contain the phonics and the 'tricky words' they know. This activity is completed in pairs where they are taught to support, praise each other's reading, and discuss this book over several days (early comprehension). The books are grouped and coloured according to difficulty and the children are assessed every term and re-grouped by ability.

As children progress through school, they will continue to access Read Write Inc. if there is a need for further consolidation and development of reading skills.

What can parents/carers do to help?

Parents can help their child to sound out the letters in words (this is called 'Fred Talk') and then to 'blend' the sounds together to make a whole word. Letter names are not referred to. They help their child to focus on the sounds.

A useful website for hearing how sounds are formed is found on YouTube - 'Read Write Inc. Phonemes Pronunciation Guide'. The use of 'speed sounds' is continued in all year groups, including Year 6. https://www.youtube.com/watch?v=5J2Ddf_0Om8&t=15s

Books are introduced in Foundation Stage after Christmas. These books go home for sharing. A reading and phonics evening for Foundation parents is delivered at the start of the academic year and a Phonics leaflet is made available.

At the start of each term, Foundation children receive laminated bookmarks, with eight high frequency words on, which they can learn at home. At the end of each term, the children are assessed on those words.

Useful websites

- Ruth Miskin. Read Write Inc. website
<https://www.ruthmiskin.com/en/programmes/phonics/>
- Phonics play.co.uk
<https://www.phonicsplay.co.uk/>
- How to pronounce new words BBC Bitesize
<https://www.bbc.com/bitesize/articles/zt27y4j>
- ICTgames.com
<https://www.ictgames.com/>

Phonics Screening Check

In 2012, a National Phonics Screening Check was introduced. Year 1 children's ability to read and blend sounds is assessed and submitted in the Summer term. Children who do not meet the phonics screening threshold, receive extra 'Read Write Inc.' sessions in Year 2 and are re-assessed termly until screened again in the following summer term.

Reciprocal Reading

From Foundation through to Year 6, children take part in Reciprocal Reading sessions. This is a structured method of guided reading where children are gradually taught to take on group roles to explore and find meaning in texts. These texts can range from extracts to whole books, including picture books. Children are paired with a mixed ability reading partner, within mixed ability groups. This allows the improvement of paired discussion, ultimately leading to group discussion, to develop comprehension skills.

What is Reciprocal Teaching and Learning?

Reciprocal Teaching is a framework for teaching **understanding** in reading.

Reciprocal Teaching improves reading by teaching children strategies that they can use to help them understand what they are reading.

- Reciprocal Teaching can be used by children of all ability levels.
- It encourages children to think about their own thought processes.
- It helps children to be actively involved and boosts confidence.
- It is challenging and fosters a real interest and excitement of reading.

The strategies we use, which will be explained further on, are:

- Making connections
- Predicting
- Visualising
- Clarifying
- Questioning
- Summarising

These strategies are used before, during and after reading. They are introduced over a period of time to ensure each strategy is fully understood.

Initially the teacher models the strategies. Gradually, the children's confidence and competence increases and the adult input decreases. The eventual aim is that children will use the strategies independently.

What does Reciprocal Teaching and Learning involve and how can you help at home?

- **Making connections** - This helps us make links to what we already know and new information.

With your class look at the title, pictures and any headings. Ask the children to think about how the text relates to their life or experiences, a book they have read, events in the real world or something they have read on the computer, seen on TV or heard in a song.

- **Predicting** - This uses clues to make guesses about what is being read.

Ask the children to predict what they think might happen in the text they are about to read. Ask them to explain their reasons for thinking this. They can also predict as they read through a story, to guess what might happen next. After reading, encourage the children to check if their predictions are correct.

- **Visualising** - Readers create pictures in their minds as they are reading and this helps them understand the story. This allows readers to not just read their stories, but also live their stories!

Encourage the children to stop and think about what they see in their minds. Suggest they close their eyes and picture it. What do they see? What do they hear? What do they add to their own picture to help the image come alive? Encourage them to use all their senses and build on what the author has said. See more than what is in the text.

- **Clarifying** - This is where readers look for clues to help make sense of unknown words. For example pictures, word substitution or reading around the word to see if they can work out the word.

During reading, ask the children to pick out words or pieces of text they are uncertain about. Talk together to try to work out what the word might mean.

- **Questioning** - We ask questions as it helps increase our understanding of the text. Ask the children to make up questions about the text.

Question examples:

Remembering: When and where does the story take place? How does the story begin? Who are the main characters?

Understanding: What is the book about? What is happening?

Applying: Can you think of a story with a similar theme? Have you had any similar experiences? Which stories have openings like this?

Analysis: How has the author used description to show how a character is feeling? How does the layout help? What evidence can you use to support this view?

Evaluating: Which story is better and why? Which parts of the story could be improved? Did the story have an effective ending?

Creating: Using the evidence in the text, what do you think about... If you were the main character, how would you reacted to this? Have the views in this story affected your opinion? Why? How?

- **Summarising** - We generally do this after reading because it helps us draw out the main ideas and shows our understanding of the text. Summarising parts of texts or what a child has just read are excellent ways to develop the skill and is a good assessment strategy for understanding. Ask the children to tell you about the most important information and put it into their own words. The more detail in the summary, the deeper the understanding.

Reading assessment bookmarks

Evidence of strategies being used confidently are dated on the Reciprocal Reading Assessment Bookmark Card (ABCs). This happens during Reciprocal Reading and timetabled 1 to 1 reading

sessions. Reading fluency, which is also assessed during these reading sessions, provides the bridge between word recognition and comprehension.

Reading comprehension – formal written

In Middle Phase, formal written comprehensions are introduced that link with topic learning and whole class texts, that children are learning to imitate (Talk for Writing strategy). This gives the comprehensions purpose and the opportunity for children to show a deeper understanding in a formal written (rather than oral) way. Children continue to use skills developed through Reciprocal Reading and develop strategies such as skimming texts for key words. This approach continues throughout the school, with the introduction of longer, differentiated texts.

The Cracking Comprehension resource is being introduced to our children across all years. It provides the teacher with a step-by-step guide to improve comprehension skills in children whilst increasing both their engagement and motivation levels. It allows children to explore a wide range of texts and equips them with many opportunities to extend their enjoyment and engagement with reading. The units of learning provide different teaching styles from whole class to independent work, group work, plus extension opportunities. Children's responses to the varying texts are assessed at the end of each unit.

1 to 1 reading

1 to 1 reading is facilitated in a variety of ways. Support staff have timetabled daily 1 to 1 reading sessions with pupils in every year group, according to need, for example: PP, SEN and children who are rarely heard to read at home. Ideally, every year group has parent or Governor Volunteers, who listen to the children. With the exception of Year 6, year group teachers listen to their children on a rotational basis, during Outdoor Learning sessions. Further opportunity for evidence gathering on our assessment bookmarks occurs during these sessions.

Reading Scheme

Foundation stage takes a banded book home, which is changed once a week. This begins after Christmas, once they have learnt enough sounds, blending and segmenting. In Year 1, children will take a Read Write Inc. book home to help secure and apply phonic knowledge. When deemed appropriate by teachers, children will take a banded reading scheme book home. In Upper Phase, children are responsible for changing their own books, but it is important to monitor and remind children to do this. In Middle Phase, books are changed at least twice a week on an allocated day, which parents are informed of at the start of the academic year. For more information and guidance re book banding, please see the following website:

<https://collins.co.uk/pages/collins-big-cat> and click on 'A guide to book bands' link.

Once a child has developed their reading through all the reading scheme levels, they read books of their own choosing. The children source their own reading material from books available in class, the library and from home. Class teachers, still have the responsibility to

monitor the suitability of what is being read and how often. When a child becomes a 'free-choice reader', they are still encouraged to read in school and at home.

Culture of sharing a book

At Bloxham, we firmly believe in the value of sharing books. There is an expectation that when children are in Foundation through to Middle Phase, parents are encouraged to listen to their children read their book and sign their reading journal. Comments are preferable but are not insisted upon. In Upper Phase, the culture of sharing a book with a family member is advocated, but we must remember it is our responsibility, as class teachers, to teach reading. If parents require tips for supporting their children, please refer to Reciprocal Reading Skills.

Library

Every class has a timetabled library slot which allows children access to a broader range of fiction or non-fiction reading material, for reading independently or sharing at home. Parent volunteers run the library Monday to Friday in the afternoons. However, all year groups can use the library facilities any time of the day to support learning.

Progression

If a child is making little or no progress after an assessment window (this can be in any term), seek advice from Inclusion Manager, Leaders in learning team (Lilt) and other professionals in the school. In addition, a child might be making progress in reading, but in a teacher's professional judgement, they believe the child may have specific learning difficulties, for example dyslexia, seek advice from the above professionals.

Hodder Oral Reading Tests

At Bloxham, childrens' mechanical reading skills are assessed using complementary tests of single-word reading, sentence reading and reading speed. This assessment provides standardised scores, percentiles and reading ages from Years 5-16. All children are assessed at the end of an academic year. PP and SEN children are assessed every term plus other children, who in your professional judgement, need assessing for progress.

Fischer Family Trust

At Bloxham, the 'Fischer Family Trust' is used as an early intervention for children who have difficulties in learning to read and write. It is based on the pedagogy and practice of reading recovery and targets children who do not have the skills to access group interventions. It is used primarily in Middle Phase, but the maturity of texts can be adapted for other year groups. It is a 2-day rolling programme, lasting for 15-20 minutes; so a day of reading is followed by a day of writing. On each reading day, the child: rereads a familiar book; carries out three fast letter-work activities; reads a new book following a book introduction; reconstructs a cut-up

sentence from the book and learns a new word from the book. On each writing day the child: rereads yesterday's new book; (the adult takes a running record once a week); revises word(s) previously learned; composes and writes a sentence based on a picture or stimulus from the book just read; reconstructs a cut-up sentence taken from the written sentence and learns a spelling. This can be adapted for the specific needs of children. Children are assessed at the beginning and the end of the programme and typically runs for 20 weeks.

If parents wish to support their children reading the FFT books at home, reading and writing prompts are available.