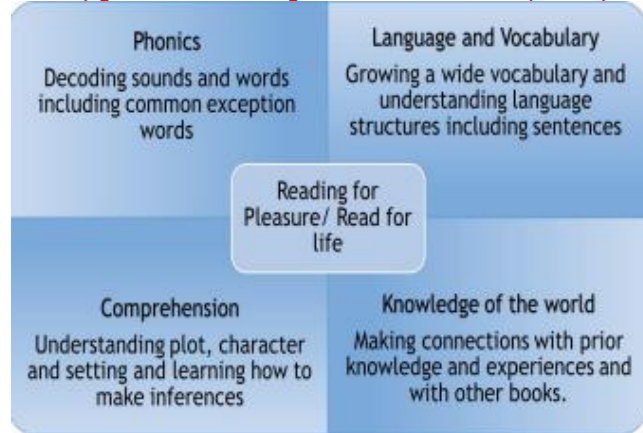


Reading @ Coit Primary School

By **progress**, we mean pupils knowing more and remembering more.

Has a child really gained the knowledge to understand the key concepts and ideas?



Our aims

Our ultimate aim is to support children in making the shift from **learning to read** to **reading to learn** where children read for information, purpose and pleasure.

Additionally, we want our children to be able to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading
- appreciate our rich and varied literary heritage
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

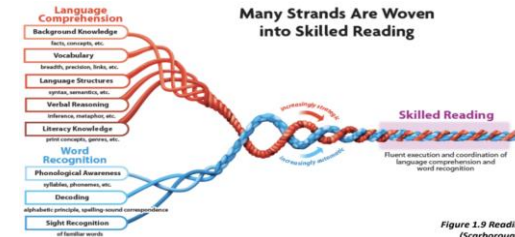


Figure 1.9 Reading Rope (Scarborough, 2001)

Progression through school

Click [here](#) for a more detailed progression of the reading scales.

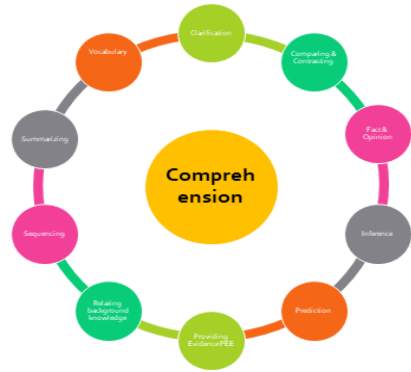


Decoding Skills

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Comprehension skills



In a lesson you might see activities as follows:

Text Level:

- Discussions about background knowledge relating to a text
- Making links between texts, experiences and the wider world
- Discussions about the purposes of a text
- Exploring a range of high-quality texts
- Children answering questions about the overall effect of a text
- Teachers and pupils modelling reading aloud and developing fluency

Sentence Level:

- Discussions about why certain language structures, including grammatical choices are made
- Opportunities to reflect on how certain sentences influence our comprehension of a text
- Opportunities to formulate answers to sentence level questions
- Children given opportunities to explore the meaning of words within context

Word Level:

- Reinforcing phonics skills to help decode unfamiliar words
- Discussing the meaning of new words
- Opportunities to develop etymology and morphology
- Opportunities to develop strategies for inferring what vocabulary might tell the reader

Modelling key skills:

- Staff modelling comprehension skills (see reading glossary)
- Staff modelling how to refer back to the text to search for different forms of evidence
- Staff modelling how to check that evidence matches a comprehension questions

Assessment

- Throughout each lesson, teachers will assess the children's understanding of the reading skills within that lesson and effectively intervene when any misunderstanding needs addressing..
- Once children are fluent decoders (usually from Year 2 upwards) we use STAR assessments 4 times a year to assess the children's language and comprehension skills. This is a diagnostic test that will identify children's gaps in reading and assign books that are correctly matched at their level.
- Children are able to access quizzes from Accelerated Reader to support with their comprehension skills at this point
- EAZMAG - summative and formative assessment
- On-going, formal and informal assessments through listening, questioning and observation in order to develop next steps for learning

Parental Engagement

Home reading

FS/KS1:

Each child will be sent home with two books to support their reading development:

1. **Fully decodable reading books.** These are matched closely to each child's phonics ability, enabling them to read independently and consolidate what has been taught in school.
2. **Sharer book** (reading for pleasure and enjoyment) A second book will be sent home for the parent to read aloud to/with the child. These may be fiction/non-fiction texts that might be above the child's phonic ability. These are to develop a love of reading through a joint reading activity due to the complexity of some of the language (exposure to/discussing the meaning of new vocabulary enhances the child's language comprehension).

Y3/4-Independent reading book (based on STAR and Accelerated Reader Assessments) **and a sharer book** (as above)

Y5/6- Free reader books go home. Occasionally extracts go home to support reading at home.

What does Early Reading look like at Coit?

You may see:

Vocabulary development through rich speaking and listening opportunities.

Children are immersed in storytelling through an engaging provision setting.

High quality texts are shared and used to

Additional Needs

At Coit Primary, our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We believe that it is vital that our pupils are equipped with the

The Reading Environment

Each classroom at our school has a designated reading area, the sole aim of which is to encourage reading for pleasure and provide the children with somewhere quiet to practise their reading skills, knowledge and

Sequence of learning

We follow a progressive teaching sequence where each lesson builds on the previous. Each sequence uses a range of high-quality texts such as picture books, reference books, stories from other cultures, magazines, non-fiction texts and classical texts. The texts have been sequenced across year groups to ensure progression.

<p>support the wider curriculum.</p> <p>Talk for Reading</p> <p>Developing phonological awareness</p> <p>Singing</p> <p>Rhyming activities</p> <p>Modelling language</p> <p>Language-rich environments which provide opportunities for children to read a variety of formats.</p> <p>Shared reading of texts to apply reading skills Comprehension sessions based on pictures or texts for children to discuss and answer questions about</p> <p>Daily story time to encourage children's reading skills which are developed across school On-going, informal assessments through listening, questioning and observation in order to develop next steps for learning</p>	<p>tools needed to become independent, inquisitive learners both in and out of the classroom. Through our high-quality planning, teaching and provision we:</p> <ul style="list-style-type: none"> •Pride ourselves on early identification and intervention for SEND to ensure that progress and opportunities are maximised •Ensure that all children have access to a broad and balanced curriculum which is personalised to enable children to understand the relevance and purpose of learning •Provide an accessible learning environment which is tailored to the individual needs of all pupils •Develop children's independence and life skills •Regularly monitor the progress of children with SEND, using a child centered approach •Provide good quality and relevant training for all staff members supporting with SEND •Work in partnership with parents and carers •Work closely with external agencies and other professionals to refine and develop our provision for children with SEND 	<p>understanding. At our school, reading areas provide a space where the children can sit, relax and share books with each other, adults in the classroom or alone. Within each book corner, there are a range of high-quality books that are age appropriate to each year group. This includes a variety of genres e.g. fiction, poetry, non-fiction, newspapers, cultural texts.</p> <p>Within each environment, there is a range of vocabulary to support the children with their reading.</p>	<p>Click here to see a more detailed teaching sequence.</p> <ul style="list-style-type: none"> • Background Knowledge • Book Talk • Vocabulary • Skills • Questions • Review-Mixed Questions 	
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