



'Once pupils have become independent readers, teachers are ambitious for them to continue to develop their reading skills. In September 2018, teachers introduced a new approach to developing independent reading. Teachers successfully encourage pupils to read books they may not typically choose. Pupils have made strong progress since the introduction of this initiative.' - Ofsted 2019

How we Teach Reading at Brant Broughton

Early Years

In order for a child to become motivated and passionate about reading it is essential to equip them with the skills by teaching them in a structured and consistent manner. To enable this at Brant Broughton we teach phonic lessons daily, that motivate the children to participate and communicate with the particular sounds or language that we are visiting each day through revisiting previous learning, explicit teaching of strategies to blend and segment words and speaking, reading and writing new sounds. Consistent and regular assessment enable those who experience specific difficulties are swiftly recognised and interventions are then put into place. We now follow the Government approved Phonic Bug scheme, which includes age and stage appropriate media, activities and is a platform that is available to use at home, encouraging positive links from school to home learning.

Our youngest children are encouraged to take home books that do not have words to begin with, this provides them with the opportunity of 'book talk' in which they can explore the different aspects of a story at their own pace and leisure. As their phonic abilities progress through their learning they will begin to take home phonetically appropriate books for their Phonic knowledge from our wide range within school.

By the end of their Reception Year, we strive for all pupils to have completed Phase 4 of their phonics learning and be independent readers.

KS1

Pupils read, in school and take home, carefully chosen books that are banded according to the sequence of taught graphemes and words that cannot be phonetically decoded. As the children become more secure with phonics our books progress to include longer and more complex sentences with more pages, aiding in the progression of the children's reading stamina.

All children partake in Guided Reading sessions that are taught in small groups according to reading ability. Each child is given the opportunity to read aloud and to discuss the book with others. Within these sessions children will look at specific objectives; for instance, they will infer using their new knowledge of the text or answer specific questions by looking back through the book.

During the Spring Term of Year 2, we aim for the children to begin access our new and exciting Accelerated Reading scheme. They complete a STAR reading test and if this proves that their reading

age is above 7 years and we consider them able to access the more independent style of learning that Accelerated Reader requires, they will begin to use this system.

By the end of Year 2, we strive for each child to have completed Phase 6 of Letters and Sounds and be reading using Accelerated Reader confidently.

KS2

At Brant Broughton we are incredibly proud of our Key Stage 2 children and their motivation when it comes to reading. Since the introduction of the Accelerated Reader scheme we have seen an influx of books being taken onto the playground at play time and lunch time. Once the children have read a book they have the opportunity to answer questions online about the book, earning themselves stars to place on the hall display board. Progress is checked every half term using STAR reading tests and these are used to identify pupils requiring additional support or a specific intervention. We also use this to identify specific areas of concern by downloading the Pupil Reports and evaluating the information. Targets are set for individual children who can chart their own progress as they use the system. Awards are given for 100% on book quizzes demonstrating excellent comprehension skills ; number of quizzes taken and also for the number of words read demonstrating a willingness to read for pleasure.

Reciprocal Reading is taught through a whole class approach with a topic-related book. Children are still given the opportunity to read aloud and discuss the text. Afterwards taking on different roles to interrogate the text fully, specifically focusing on the skills of questioning, summarising, clarifying and predicting. Vocabulary from the text is given particular focus with word collections made in classes and children encouraged to use these in their writing.

'Teachers develop pupils' reading skills by reading books together as a class, which are linked to the topic currently studied. They use assessment information well to target questions to develop pupils' thinking.' - Ofsted 2019