



## Reading at Billing Brook School

### Reading Scheme

At Billing Brook School we use a variety of reading schemes to support the development of reading. One of the main schemes we use is Oxford Reading Tree but our children are also supported with the Symbols make Sense and the Jelly and Bean books. However we have many other schemes such as Rapid Readers to help every child develop an enjoyment for reading. These schemes offer pupils a variety of genres and promote pupils' comprehension skills as well as a range of other language skills. The children experience symbol supported texts to help with their communication skills, as well as using texts which enhance their understanding of core vocabulary. We also use texts to support some of the interventions such as the Project X and Docksider books; used support and engage our boys as readers, and the introduction of Communication In Print books designed to help develop sentence structure, symbol communication and every day literacy. Reading interventions such as Reading Wise, Reading Recovery and Toe by Toe are also incorporated into our reading to provide all children with the best possible opportunities to develop their reading.

In line with guidance from the framework for literacy our teaching objectives cover three key strands:

1. Word reading skills & strategies
2. Understanding and interpreting texts
3. Engaging with and responding to texts

### Word reading skills and strategies

Every day each child will be engaged in

- Speaking, listening, reading and writing activities which allow them to explore and practice their phonic knowledge, blending and segmenting skills independently
- An interactive multisensory phonics session
- Shared reading and/or writing led by the teacher to demonstrate reading and writing strategies (including phonics) in a meaningful way
- Regular story sessions

### Shared reading

Within literacy sessions

The teacher models the reading process and the children are actively involved; listening to the text being read aloud, joining in and following the reading, and contributing to discussion and response. Children learn how to apply the knowledge and skills they are acquiring in their word level work. The teacher leads discussion about the text to help children develop their understanding. Children learn how to interpret and make sense of what they read.

### Guided or group reading

Once a week (where appropriate)

A supporting adult works with small groups of children who are able to read at a similar level. The adult scaffolds the learning by guiding children through the text and prompting them to apply what they've learnt in shared reading and other literacy activities. Guided reading also develops their comprehension skills; discussing the sequence of events and thinking more about why events happened and what caused them.

### Phonics

Phonics starts in KS1 and is taught across the school, as one of the strategies to support pupils in their reading. Although we recognise that not all pupils will learn to read with the phonics approach, we strive to provide every pupil the opportunity to access it as part of the literacy curriculum. We follow the Letters and Sounds document (DfE, 2007) to support the delivery of phonics. Phonics lessons and literacy lessons starter activities provide pupils with the time to develop these skills at their own pace. Pupils are baselined using a letters and sounds progression of skills document, which enables staff to assess their abilities at the end of the year as well as regular points throughout the year. This baseline provides targets, which pupils work towards achieving in their interventions and in phonics starter activities. Pupils are grouped according to ability and activities are planned for according to the progression of skills in the Letters and Sounds document. In school, staff are supported in the planning of activities, as well as regular training sessions from the Literacy Coordinator. Active phonics is promoted throughout the school, and pupils are often seen using phonics outside, as well as playing games to apply their skills. Pupils are supported in their phonics skills with interactive resources such as ReadingWise and Booster Phonics, which allow the pupils to work at their own pace on a computer or iPad to develop new skills. ReadingWise is accessible both in school and at home, allowing pupils to be able to develop skills as homework activities also.

## **Interventions**

Reading interventions support pupils learning in many areas of reading, whether that is at a word reading level with phonics support, or at a comprehension level. The pupils are supported either 1:1 or in small groups with skills that support their reading development.

We currently have the following interventions to support the teaching reading:

ReadingWise – an online support which provides phonics support to help pupils read words and sentences through an interactive programme. This can also be accessed at home.

Booster Phonics – an interactive support which addresses specific targets to the pupils needs and allows intervention across the stages of letter recognition and word reading.

Phonics – This is taught daily to each pupil, addressing the skills needed at each stage of development

Accelerated reader – an online programme which allows children to be supported in their comprehension of a text. The pupils will be asked a range of questions surrounding a text that they have read.

Grammar Bug – an online programme which supports spelling, punctuation and grammar linked not only to reading but also writing.

Reading 1:1 – Each child will read 1:1 with an adult on a regular basis and be supported in their phonics development, as well as their comprehension through questioning.

## **Reading at home**

Each child has a reading book to read with parents at home and a reading record for parents or carers to record their comments. Pupils are able to gain certificates throughout the year for reaching certain milestones in their reading, such as reading for 25 or 50 nights, which are presented to them at the achievement assemblies.