

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 Ginn 360 and 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 Dockside 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.