



# Reading Journey



*'The whole world opened to me when I learned to read'*

- Mary McLeod Bethune

# Welcome to Grosvenor Road

Reading is a vital skill that will support children's learning across the whole curriculum. As a school, we will ensure that our children are taught to read with fluency, accuracy and understanding, through a variety of discreet and cross-curricular learning opportunities. Above all, we want children in our school to become enthusiastic, independent and reflective readers. Essentially, we want children to enjoy reading.



# Early Years Foundation Stage

In the Early Years, we provide high quality reading experiences that are essential in supporting our children in their journey to becoming competent readers.

Each classroom has its own stimulating book area, which is accessible by children, as well as a wide range of resources and opportunities to apply reading skills, for example: name cards, alphabet mats, print in the environment, signs and labels, puppets and props to re-tell and act out stories.



## Phonics

At Grosvenor Road we believe that the systematic approach to the teaching of phonics, which is generally understood as 'synthetic' phonics, offers the vast majority of young children the best and most direct route to becoming skilled readers

***For this purpose, we use Little Wandle Letters and Sounds, which is a phonics scheme validated by the DfE.***

The use of Letters and Sounds begins in Nursery where the aim is for the children to experience regular, planned opportunities to listen carefully and talk extensively about what can hear, see and do. As the children progress through this phase they will begin to orally blend and segment words. Orally segmenting involves the children being able to identify the individual sounds that are contained in words e.g. cat is made up of c-a-t. Oral blending is the children's ability to 'blend' individual sounds together to form words.

E.g. s-o-ck blended to give the word sock.

In Reception, this work is reinforced and the children will then progress onto learning the link between graphemes (written letters) and phonemes (the letter sounds).

The children will use this knowledge to begin to blend to read and segment to spell using graphemes taught.



# Nursery

## Sharing Library

In Nursery, the children are able to choose a book from our sharing library to take home to read with an adult. Parents can choose a book with their child and they can be changed on a weekly basis, at the end of a school day.

## Visit from a local Librarian

The children in Nursery receive a visit from a local librarian. They talk to the children about the library and how they can join. They bring exciting books from the library to read to the children.

## Phonics

The children in Nursery take part in phonics sessions in small groups. The children are encouraged to listen carefully and talk about things that they can hear and see. The children listen to rhymes and generate rhyming words, make sounds using different instruments, including body percussion as well as identify sounds in the local environment. The children will also begin to practise the skills of oral segmenting and oral blending.



# Reception

## Reading Meeting for Parents



At the beginning of the school year, in September, parents and carers of children in Reception are invited to attend the Reception Reading Meeting. This meeting is a crucial part of a child's reading journey. It enables the Reception staff to share important information about reading at Grosvenor Road Primary School, and the role parents have in ensuring that their child's journey is a successful one, enabling their child to be the best they can be.

## Individual Reading

Each child takes home a reading book every day to read at home. The reading book is carefully matched to a child's individual phonic knowledge.

In school, children read individually with an adult at least twice a week and a comment is written by an adult in the child's reading record. The reading record provides the opportunity for a shared dialogue between staff and parents about a child's reading.

## Guided Reading

Children in Reception also take part in 3 guided reading sessions each week. These sessions focus on a range of reading skills, including application of phonic knowledge, developing vocabulary and comprehension.

## Key Words

In the autumn term of Reception, children are given a 'Key Word Folder' containing a set of letter sound cards that can be used as flashcards to play games at home and support children with their progress in reading. This folder will also contain tricky word cards that have been taught in Phonics lessons.

## Parent Workshops

In the autumn term, we invite our Reception parents into school to attend our Phonics Workshop. It is an excellent opportunity for parents to see, first-hand, the teaching of phonics and take part in some phonics activities that children engage in whilst at school, all of which promote the development of reading.

## Reader of the week



At the end of the week, one child in each class is awarded with the 'Reader of the Week' award for their effort with reading. The certificates are presented in an award assembly on a Friday afternoon.



# Key Stage 1 – Years 1 and 2

In Key Stage One, we build on the outstanding foundations for reading which the children experience in our Early Years.

The children's reading journey through key stage one is carefully planned to ensure that all children are given the opportunity to make accelerated progress and become confident, independent readers who are developing a love of books.

All classrooms have their own reading areas which are filled with a variety of reading material including fiction, non-fiction and poetry.

In addition to this, each year group borrows topic related texts from the Schools Library Service in order to enhance curriculum areas.



## Individual Reading

In key stage one, as in Early Years; children bring home a reading book every day. The books which the children bring home are carefully matched to the children's phonic knowledge so that they can achieve success with their reading at home and become fluent with their decoding. These books also provide opportunities to develop children's vocabulary and language comprehension.

### Year 1

Children in Year 1 will read in school to an adult at least 3 times a week. The adult will add a comment or stamp in the child's reading record book to indicate that they have read in school that day.

The children are encouraged to re-read their book often to improve the automaticity of decoding and develop their fluency; which in turn will improve their enjoyment of reading and their understanding of what they have read. This means that the children's book will not be changed after only one reading. Instead we would really like you to celebrate with your child the opportunity to read their book again and praise and comment on the children's improving fluency.

Some children may require some additional reading practice and these children will be heard by an adult every day.

The children will also bring home a set of keywords which they are encouraged to read 'on sight'. These words are the '*familiar faces in a crowd*', and help the children's reading fluency and understanding.

## Year 2

In Year 2 the children will bring home a reading book every day. The children's books are closely matched to their phonic and reading needs and allow the children the opportunity to practice fluent reading. Having the opportunity to re-read books is a vital part of learning to read and children are encouraged to re-read their books to help them develop their fluency and comprehension skills.

The children will read their home reading book individually to an adult at least once a week. Some children, who require extra reading practice, will be heard read every day.

Children in Year 2 will continue to use books closely matched to their phonic knowledge until they have developed a good level of fluency at phase 5 of our phonics scheme.

Children are also encouraged to make reading choices of their own by borrowing books from the class book corner.



## Guided Reading

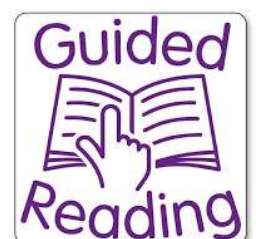
Guided reading gives the children the opportunity to consolidate, improve and challenge their reading skills. Guided reading groups are small groups of up to six children who are all of a similar ability. They work on specific areas of reading such as phonic application, literal retrieval skills, vocabulary and inference skills. During the guided reading session, the children will read a variety of different texts including fiction and non-fiction books, poetry, leaflets and web pages.

In Year 1, children will participate in at least two guided reading sessions a week with their class teacher. The children will read the same book 3 times.

The first read of the book will focus on the children's decoding skills.

Subsequent reads will help children develop their reading prosody (fluency) before moving on to look at the skill of comprehension.

In Year 2, the focus of the guided reading session will depend on the needs of the children; some children may still be working on developing their decoding as well as their fluency and comprehension.





# Phonics

## Phonics

As in the Early Years, the children will take part in a daily phonics session. For children

in Year 1, this takes place at

11.30 each day. Children in

Year 2 participate in a phonics session each day at

10:45.



Children in Year 1 are required to complete a phonic screening assessment in May. This is a short, light-touch assessment to confirm whether individual children have learnt phonic decoding to an appropriate standard. It will identify the children who need extra help to improve their reading skills. Children who did not reach the required standard at the end of Year 1 will have the opportunity to re-sit the phonics screener at the end of Year 2.

## Phonic Assessments

In Years 1 and 2, the children's phonics acquisition is monitored very carefully to ensure that they are making the required progress towards becoming fluent decoders.

Every 6 weeks the children are assessed using an assessment linked to the phase of phonics they are working in. These assessments give the teachers valuable information which allows 'gaps' in knowledge to be quickly addressed through 'keep-up' sessions.

## Green Readers

Reading makes up the vast majority of our homework expectation, and we recommend that the children read at home every night for 10 – 15 minutes. More information regarding the importance of reading at home can be found on our website

<http://www.grosvenorroadprimary.org/documents/information/school-letters-and-documents/the-reason-your-child-can-t-skip-their-20-minute-reading-tonight.pdf>

Children who read at home 5 times in a week will be 'green readers' and receive a green smiley face in their reading record book.



## Assessment

The teaching staff uses daily formative assessment, based on the work that the children complete in class. This provides valuable information about the children's progress and next steps.

**In Year 2**, the children complete Reading Assessment test each term. The children are required to read 3 short texts and then provide a written response to a variety of questions presented in different formats. These tests provide the teachers with a reading comprehension age as well helping the teachers to plan next steps in learning.



**In Year 1**, the children complete an NFER Reading test in the summer term, ready for their transition into year 2.

The children in Year 2 also complete a Salford Sentence Reading Test each term. This requires the children to read a series of unrelated sentences of increasing difficulty, generating a word recognition reading age. This helps to inform the teachers about the difficulty of texts given to the children.

In Year 1, the Salford Sentence Reading Test is used in the Summer Term ready for transition to Year 2.




# Lower Key Stage 2 – Years 3 and 4

## Guided Reading

In years 3 and 4, Guided reading takes place each morning.

There are 5x 30-minute Guided Reading sessions.

During each session the children will have the opportunity to practice, consolidate and improve their skills in one of the following areas.



Retrieve and Record the answer from the text.

**Retrieve**

Explain inferences and provide reasoned justification for their views.




**Interpret**




Predict what might happen from details stated or implied.

**predict**



Summarise main ideas from one or more paragraphs.

**summarise**



Discuss and Comment on writer's use of Language for Effect.

**Effect**

The children will work as a whole class, in groups, in pairs and individually to answer, both orally and through written responses, increasingly complex questions presented in a variety of ways.

Explain and Explore the meaning of words in context



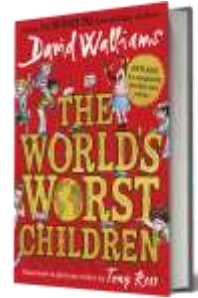
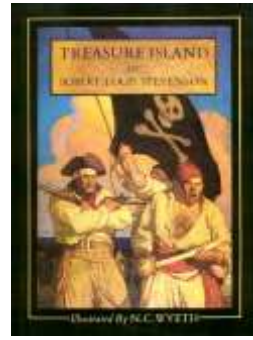
**Meaning**



In one of our guided reading sessions, the children will listen to their teacher reading the Whole Class Reader which provides children with the opportunity to hear a variety of high-quality texts being read aloud and discussed. This is in addition to having a 'story time' at the end of each day.

The texts used will cover both fiction and non-fiction and include:

- Extracts
- Novels – both modern and classic
- Short texts
- Newspaper articles
- Song lyrics
- Video clips
- Poetry



## Individual Reading

The children will be given a reading book by the teacher. This book has been carefully chosen by the teacher based on their assessment of your child's reading and comprehension needs. There is a variety of fiction, non-fiction and poetry books within each colour band as well as a variety of popular novels and authors.



As children enter KS2 they are encouraged to make more independent choices about their reading and choose books which will help develop their love of reading. The children are expected to change their library books independently when necessary.



Inside each classroom is a book area which contains a variety of texts for different abilities and the children are encouraged to talk about their reading choices as well as widen their reading diet.



Each class is also provided with a loan from Salford Schools Library Service which includes a variety of books related to their Science and Humanities topics for the term. These books can be found around the classroom and help to build on children's knowledge.



Being a Green Reader is an important aspect of school life for children in Grosvenor Road, and every day the children's reading journals will be checked to ensure they are on track to be a green reader. At the end of each week, if there are five or more adult signatures, this will be celebrated with a green sticker in their reading journal.



Any children who require extra support will read with an adult 1:1 outside of the guided reading sessions and this reading is recorded in the **school reading** section inside the reading records.

## Assessment:

As well as regular daily assessment in reading sessions, each term, children in Year 3 and 4 complete an SSRT (Salford Sentence Reading Test) and an NFER test.



SSRT tests children's reading ability and provides the teacher with a reading age. This ensures that the level of text provided by the teacher is appropriate.

NFER tests the children's reading comprehension of three different text types and uses a variety of question types which are covered by teachers during guided reading sessions.

The results of these tests are analysed by the teacher and used to inform planning for the next term.

These questions are about *Daddy Fell into the Pond*

1 Look at the first verse.  
Find and copy one group of words that tells you the weather was bad.  
\_\_\_\_\_ 1 mark

2 The first verse uses the word *nothing* three times.  
This shows...  
Tick one.

how poor everyone was.

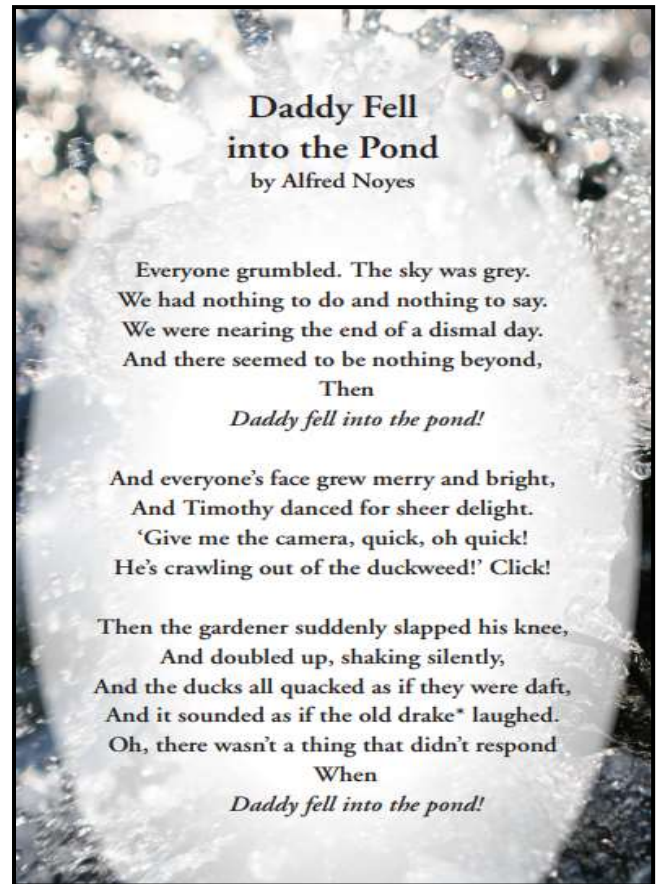
how tired everyone was.

how bored everyone was.

how excited everyone was.

1 mark

3 What would be seen in the photograph that was taken?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ 2 marks



# Upper Key Stage 2 – Years 5 and 6


## Guided Reading

In years 5 and 6, Guided reading takes place each morning.

In year 5 there are five 30-minute sessions.

In Year 6 there are five 45-minute sessions


During each session the children will have the opportunity to practice, consolidate and improve their skills in one of the following areas.




Retrieve and Record the answer from the text.

**Retrieve**

Explain inferences and provide reasoned justification for their views.



**Interpret**




Predict what might happen from details stated or implied.

**predict**

Explain and Explore the meaning of words in context




**Meaning**



Discuss and Comment on writer's use of Language for Effect.

**Effect**



Summarise main ideas from one or more paragraphs.

**Summarise**



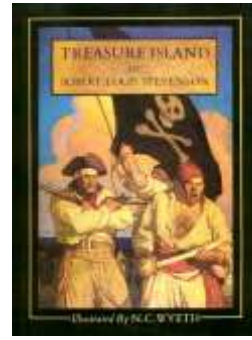
The children will work as a whole class, in groups, in pairs and individually to answer - both orally and through written responses - increasing complex questions presented in a variety of ways.

Once a week the children will listen to their teacher reading the Whole Class Reader which provides children with the opportunity to hear a variety of high-quality texts being read aloud and discussed. This is in addition to having a 'story time' at the end of the day.



The texts used will cover both fiction and non-fiction and include:

- Extracts
- Novels – both modern and classic
- Short texts
- Newspaper articles
- Song lyrics
- Video clips
- Poetry
- 



## Individual Reading

The children in Years 5 and 6 are encouraged to read as widely as possible and the staff will help them choose appropriate texts depending on their reading ability, genre preferences and interests, as well as encouraging them to read outside their normal preferences.

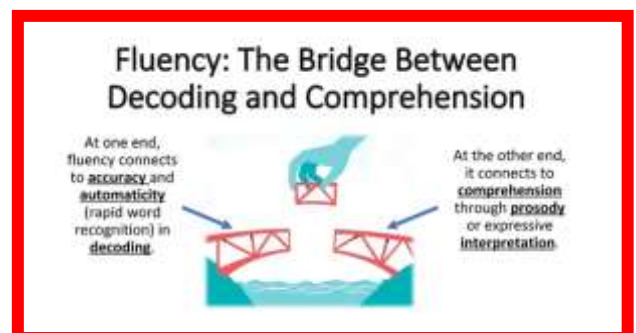


The children may bring home 2 books. One book has been carefully chosen by the teacher based on their assessment of your child's reading and comprehension needs and this is part of the children's homework. The other book has been chosen by the child from the collections in the classroom or shared library area.

The children are encouraged to talk about the books they have read, writing reviews and recommendations for their classmates to read

Children are encouraged to practice their **reading prosody** using their home reading book. Reading prosody helps the children to comprehend more easily what they have read and is made up of different elements of reading including; Expression, Automatic word reading, Rhythm and Phrasing and Smoothness of reading.

Children who achieve a good level of reading prosody no longer need to access the levelled reading books and become fully independent in their choice of reading from our wide selection of books both in class and in the shared library area.



For those children who need additional support with reading, one-to one reading with the teacher or other adult will still take place outside of the guided reading session.

Each classroom has a well-stocked, inviting book area that the children are free to use and borrow books from. We also have a central reading area, shared by all classes, from which the children can choose fiction, non-fiction and poetry books.

This area also has books related to the topics covered in each year group for that term, which are on loan from the Schools Library Service.



## Green Readers

Our Green Reader system starts in reception and carries on to the end of Year 6. Each morning, the children's reading journal is checked and they will receive a stamp or mark if they have read and had their journal signed the previous night. The children are then encouraged to keep a track of the number of stamps/marks they receive over the week. This is celebrated on a Friday, with those children reading at home five or more times, receiving a 'green' smiley face in their journal.



## Assessment

There are many ways in which the children's progress and achievement in reading is assessed.

The guided reading sessions provide teachers with invaluable information about the children's progress in reading. The children's oral and written responses are used by the teacher to carefully track the children's progress in each of the content domains (Retrieval, Inference, Understanding of vocabulary in context, Summarising, Predicting and Effect)



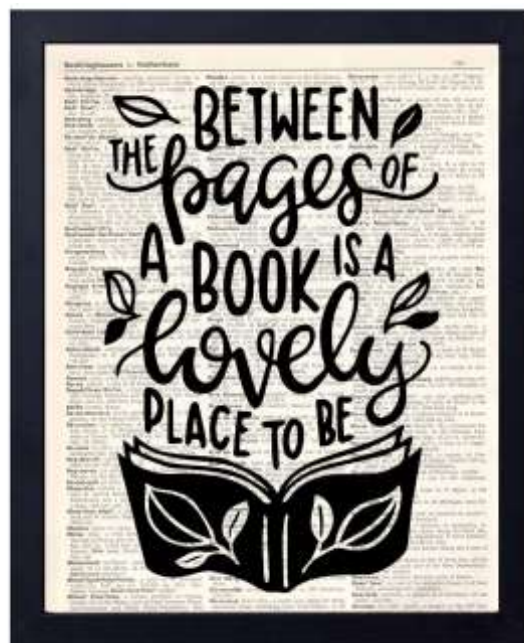
This information is then used by the teacher to plan appropriate teaching and learning opportunities to ensure that all children make good progress in all areas of reading.

Each term the children will complete a more formal reading test. The children will read three short texts, made up of a variety of genres, and be required to answer a variety of questions presented in different ways, from multiple-choice to questions that require longer, more detailed answers. In Year 6, the summer term test will be part of the End of Key Stage 2 SATS tests which takes place in May.

*The Reading Journey that the children have been on with us here at Grosvenor Road fully prepares them for the next stage of their*



*education and hopefully lights the spark which will see them carry on their reading journey long after they leave us at the end of Year 6.*





At Grosvenor Road, we believe that the gift of reading is something that everyone can share, no matter what difficulties they may face.

Our staff is highly trained to identify from an early age, those children who may need additional support with reading, and we have a wide range of interventions and strategies at our disposal to ensure that all children become the best readers they can be.

***These include:***

Access to a trained speech and language therapist

Universal small group speech and language work with a trained ELKLAN teaching assistant

Additional phonic teaching sessions

1:1 reading sessions with a specialist reading teacher

Precision teaching interventions for phonic and word recognition

Boosting Reading Potential intervention

Project X Code reading intervention

Dyslexia screening checks and coloured overlays

Visual search interventions

Toe by Toe

Daily one to one reading

A wide range of reading schemes to suit all learners including phonic based books, books to encourage high frequency word recognition and high interest, low reading age books for older readers as well as a range of dyslexia-friendly texts.

# Reading at Home



Reading with your child can mean sharing books, stories, rhymes or any other writing.

You can:

- Read books together
- Tell each other stories
- Chat about things that you have read
- Talk about pictures in books
- Share stories even when you don't have a book in front of you.
- Why not retell your favourite stories or take turns making up stories using familiar story language.



Try out a range of picture books, comics, poems and rhymes.

You can read the same book over and over again. Familiar books are comforting and build reading confidence.



You can choose new books – pick something together that you can both enjoy.

Books don't have to be full of words. Picture books are perfect for sharing at any age and you can look at the pictures together and discuss what is happening.

A trip to the library is the perfect opportunity for you and your child to look at books together and borrow the ones you like the look of.

You can always have a chat with your child's teacher, who will be able to recommend books for different age groups, both new titles and old favourites.

Visit:

[www.booktrust.org.uk/bookfinder](http://www.booktrust.org.uk/bookfinder)

This will give you some great ideas for books. It is split up into age group and genre.



If you have any questions or concerns about your child's reading, please speak to the class teacher.