

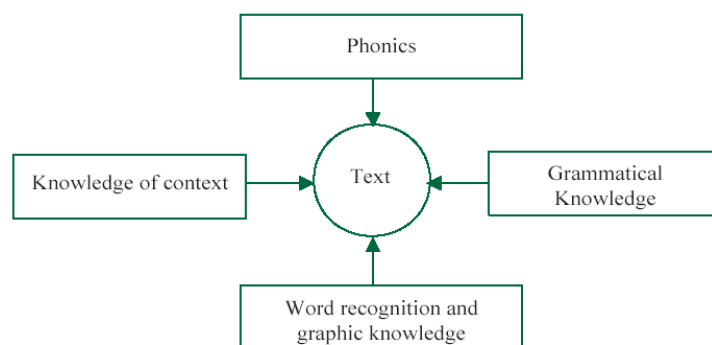


# STOCKBRIDGE READERS

Reading is the key to future learning, a window on the world and opens doors for adventures and information that children may not otherwise experience. It is central to enabling and encouraging children to learn about the world around them and a key to future success.

Despite its central place in the curriculum, it is also one of the most challenging aspects of a child's learning and can fundamentally define how they perceive themselves as learners. At Stockbridge Primary & Pre-School, we place reading at the centre of all we do. In line with our vision, children are encouraged to become reading lovers, to use reading to become better than they thought possible, to broaden their lives and opportunities; from reading stems ambition. Through reading, children also develop many learning habits underpinned by our values; perseverance, resilience, resourcefulness and, by the breadth of their choices, respectfulness.

At Stockbridge Primary & Pre-School, we use the 'searchlights' model of learning to read to inform our reading practices.



With knowledge of and skills in each of these areas, directly taught through guided and individual reading as well as informed by choices of writing genres, grammatical learning and spelling progress, children will have a well-rounded approach to reading which does not solely rely on phonics as a method for decoding and making sense of marks on paper.

## Developing a love of reading....*through variety of texts*

We may all have a favourite author or not like fiction at all but at Stockbridge Primary & Pre-School, we aim to give children a broad diet of literary 'texts'; these can include films, short animated clips, fiction, poetry, non-fiction in a wide range of formats as well as magazines, annuals and e-books.

The **reading maps** for each year group detail what variety is on offer to children in each year group. Reading walls focus largely on fiction but also develop a sense of poetry and non-fiction.

## Developing a love of reading....*through the library*

We have a well established library which children should have access to each week in a structured time of 20-30 mins with an LSA or class teacher to explore and learn library skills which will help them carefully select a book to further develop (or begin) an interest.

Library skills progression for each year group is saved **on the server here** and breaks down the Hampshire 5 skills for information literacy so that children can become competent, well informed users of any library, not just our own. The Hampshire 5 skills are:

1. Planning
2. Finding
3. Using
4. Reviewing
5. Presenting



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We use Libresoft catalogue software to track children's reading habits and keep a record of books loaned to them. This is managed by the literacy leader along with a group of chosen child librarians who develop skills in leading reading behaviours for children and managing the library alongside the literacy leader.

Each half term, we rotate displays in the library to keep children's interest levels high and ensure they are constantly exposed to new texts and the very best of children's literature and non-fiction.

The non-fiction section is organized according to the Dewey decimal system, teaching children life long skills for library use.

At least once in each calendar year, we invite the library service in to run a session with the children to develop good reading habits and where possible, this is linked to book awards, run by Hampshire.

## Developing a love of reading....*through individual reading*

Children are encouraged to read age appropriate texts via the 'reading wall' for each year group. This is a selection of texts, mainly fictional, chosen by the literacy leader for each year group. Some are easy reads, some are challenging but all are in line with those suggested by Hampshire School Library Service who are at the forefront of children's literature. Children read as many books as they can on the reading wall each year and are highlighted in assemblies and class times where they have completed a book and would recommend to others.

School designed reading journals, personalized to us completely, are used to record children's daily reading at home and in school from Year 2 upwards. They are used throughout the year and a weekly read and respond should be completed as part of each child's homework. An adult or a child can record reading in these. There is also a space in them to collect and learn new vocabulary encountered.

In addition to the reading walls, children may choose books of their choice from the school library and each class will have a reading corner where they can select age appropriate books.

Irrespective of year group, if a child's reading age is 18+mths behind their chronological age or they have a standardised score of less than 90, they should be heard read individually at least 4 times a week by an adult. This should not be at the expense of guided reading.

## Developing a love of reading....*through guided reading*

Guided reading is an opportunity for children to acquire the skills of comprehension discretely. At Stockbridge Primary & Pre-School, we adhere to this plan:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre-School	Sharing of a story, poem and non-fiction book each day, morning & afternoon as a group. This group may be separated in age ranges.					
Year R	As above and in addition to individualised reading with books linked to phonics progress.				Whole class guided reading – collecting responses in a whole class scrap book.	
Year 1	Whole class guided reading – collecting responses in a whole class scrap book.			All children who've completed Ph.4 go onto small group GR. Others continue to read individually with a mix of decoding & comprehension		All child in small groups for GR using a skill appropriate book.
Year 2	All child in small groups for GR using a skill appropriate book.		Whole class GR with separate provision, where possible using the same book as the rest of the class, for children who are 18mths behind their chron. age.			

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Year 3 - 6	<p>Whole class GR using 1 book for whole class.</p> <p>Book should be able to be read in its entirety over the course of each half term rather than just excerpts used for comprehension.</p> <p>If children have a reading age 18mths+ below their chronological age, choice of text and GR activities should reflect this.</p>
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Texts for each year group are mapped out on the ['Reading map'](#) for Stockbridge Primary & Pre-School.

## Developing a love of reading....*through developing comprehension*

Whilst an early focus in reading must be on decoding (working out what the text says), it is the implied and the embedded that we really need to develop as children become competent decoders. There are a lot of models and support documents to help teachers navigate their way through this and devise appropriate and challenge comprehension questions but we do not want 'death by worksheet' – a surefire way to kill a child's love of reading. Children generally love exploring a text and getting to the bottom of challenging concepts and ideas alongside an adult and, in this instance, the adult can help shape a child's understanding of what they are reading.

One useful tool is Tennent et al\* '3 levels of questioning' which encourages us to ask:

- Exposition – literal questions (looking questions)
- Exploration – inference/deduction (clue questions)
- Expansion – evaluative/opinion (thinking questions)

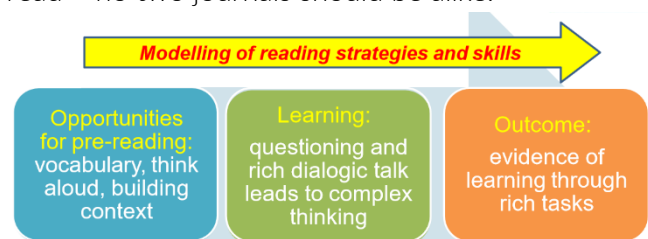
A link to a grid with examples of these questions, organized by reading domain is [available here](#).

Reading domains and their link to Tennent et al's levels of questioning are detailed below:

Exposition				Exploration & Expansion			
Comprehension				Inference	Themes & conventions	Language for effect	Word reading
Respond & explain	Select & retrieve	Monitor & summarise	Clarify				

## Developing a love of reading....*through reading journals*

A reading journal is a child's opportunity to develop a personalized response to what they read and what they are thinking and feeling about this. It is not and should not become a pretty but pretty useless document of pictures and shallow responses, constrained by the teacher's demands of what a child should read – no two journals should be alike.

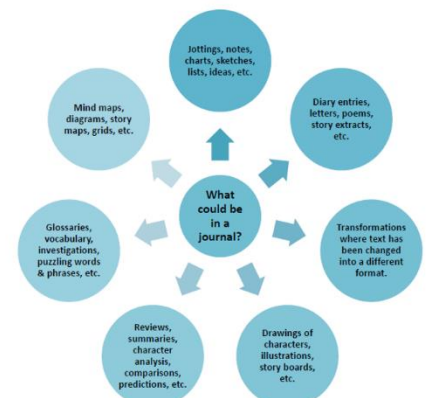


Reading journals should develop with the child and across a book. They should display a child's visceral response to what they read and demonstrate the learning process from exploring the front cover to their feelings and understanding of the story. At every

opportunity, we should relate their reading to real life and the world around them.

Tasks should link to questioning and previously modelled skills. Rich reading tasks extend thinking and learning of the text and wider reading domains.

Activities should be varied and as children progress through the school and gain greater experience of responding to texts, they should be given increasing autonomy over the way they choose to respond to the text.





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During guided reading sessions, there should be ONE, CLEAR LEARNING FOCUS from the reading domains. Progression in journal styles may move from a whole class Year R which is largely recorded by the teacher but reflecting children's responses to a small group journal in Year 2 through to individualised journals in Key Stage 2.

Ideas of activities for journals, linked to the reading domains above are available on the server by clicking the links below:

[Year 1 and Year 2 ideas](#)

[Year 3 and Year 4 ideas](#)

[Year 5 and Year 6 ideas](#)

## **Developing a love of reading....*through writing***

Reading can act as a powerful model for writing; using grammatical structures learnt in writing can help children understand what they are reading and vice versa. Writing often lags behind reading and we are committed to narrowing this gap.

In our reading maps, we have chosen books linked to each topic which act as a starter for writing. These should be supplemented where appropriate but should not be forgotten or deviated from. The reading maps clearly show the domains to be worked on from these texts and how they link to outcomes in writing. They have been chosen for their literary content or grammatical structures which closely match to the skills required at each step in children's learning journey.

## **Developing a love of reading....*through thorough preparation on our part***

If we want to make the very best of every opportunity, we will, as professionals, prepare for reading thoroughly. This means pre-reading each and every text we share with children. Of course, we need to know what we are reading them and check for suitability but we also need to show that we ourselves love text. We need to love what we're reading and believe that it will be contributing to a child's future breadth and depth of knowledge of texts. We need to be prepared for their questions and not always have the answers but know where to point them so that they learn to discover the answers for themselves.

Text marking is an important skill for us as adults to undertake in preparation for reading and sharing a book with children. The [text marking prompts](#) sheet may help guide us in ensuring a variety of text marking ideas but can also be used to guide children's own text marking; an essential part of pre-reading.

## **Developing a love of reading....*through wider reading opportunities and celebrations***

We will take part in World Book Day activities in March but have a focus book week in May alongside SATs week which the whole school, including pre-school, joins in with.

In addition, we will work with authors, illustrators the local book shop, libraries and the School Library Service to ensure we excite and engage children with the people who manage literature and promote it as a possible career.

## **Developing a love of reading....*through working with parents***

Before joining school, children will have already spent over 1000 days with their families, being exposed to language and literature in lots of formats. Navigating their child reading for the first time through to developing comprehension of challenging books needs us to work in partnership with parents. Termly info sessions are key to developing this as are annual 'how to' evenings and sessions with the School Library Service.