

Farthinghoe Primary School

Approaches to reading Autumn 2019

Reading

At Farthinghoe Primary School we aim to create life-long learners who have a passion for reading for the rest of their lives. Reading for pleasure is a key aspect of the curriculum and the basis for teaching children to read. Time is set aside for whole class storytelling and adults listening to children read is a vital part of our reading strategy. In keystage 1 children will read to an adult at least twice a week and children in keystage 2 will read to an adult on a 1;1 basis once a week.

We recognise the importance of teaching a systematic synthetic phonics programme to build children's speaking and listening skills in their own right as well as prepare children for learning to read by developing their phonic knowledge and skills. Our approach provides a detailed, systematic programme for teaching phonic skills for children starting in EYFS, with the aim of them becoming fluent readers by age seven.

Once children are confident readers, they take part in daily reading sessions. During these sessions, children have the opportunity to read with the teacher and then to complete activities to develop their understanding of texts. We use the Pie Corbett reading spine to inspire children to read quality books.

In Key Stage 2 the children use whole class guided texts either in the form of a short piece of text or a longer novel. The children read these independently, as a whole class or in smaller guided groups. Response activities will include clarifying unknown words and phrases, predicting, summarising and answering comprehension questions. The comprehension questions include higher order skills including inference and deduction and explaining author intent. The books in keystage 2 are banded to ensure children continue to challenge themselves as they move towards the end of year 6.

Children in Reception and Year 1 foster a love of reading by spending time with their reading buddy from Key Stage 2, during this time the children enjoy having a book read to them by their buddy, then when their reading progresses they will read books to their buddy.

Reading Record books are used by the class teacher and parents/carers to track children's reading journey. All home and school reading should be recorded in the book. Teachers will reward progress and effort with positive rewards. We view regular home reading as very important and work with our parents to ensure a wide variety of reading can be enjoyed. We include reading as part of our homework provision for all children.

Writing

At Farthinghoe our approach to writing encourages the children to develop a love of writing and the necessary skills needed to develop into a confident and independent writer.

Where appropriate, the children's writing outcomes link to the theme the children are studying over the term. This theme is known as the Context for Learning and further information on them can be found in our writing and creative annual plan.

We ensure the children are clear as to the reason for their writing. This means we ensure the children understand the purpose for their writing, such as an audience they might be writing for.

We have developed a systematic approach to the teaching of key writing skills. This includes word level skills, sentence level skills, text level skills and presentation skills.

Teaching children in mixed age year groups ensure children are both challenged and supported. We find that the children are motivated and see their learning over a two year process.

Use of paragraphs to structure writing

Year 2 – When the children are ready they will be introduced to paragraphing through the use of sections in their writing.

Year 3 – In year 3 the children group related ideas in paragraphs. In narrative, the children need to write an opening paragraph and further paragraphs for each stage. For greater depth writers, paragraphs are used with greater control in both narrative and nonfiction.

Year 4 – In year 4 the children use paragraphs to organise information and ideas around a theme. They use paragraphs to organise and sequence more extended narrative structures. They use different ways, including fronted adverbials, to introduce or connect paragraphs.

For greater depth writers, paragraphs are used with control in both narrative and non-fiction demonstrating a wider range of fronted adverbials.

In year 5 the children use paragraphs to organise more complex information and narrative. They use a range of devices to build cohesion within a paragraph [then, after that, this, firstly]. They use a range of devices to build cohesion across paragraphs using adverbs and adverbial phrases [time, place and number] and tense choices [He had seen her before]

Year 6 – In year 6, the children use paragraphs to develop and expand some ideas, descriptions, themes or events in depth. They use a range of cohesive devices to link ideas within and across paragraphs [including repetition of a word or phrase; grammatical connections, such as adverbials; and ellipsis]

Noun phrases

Year 1 – Using the prefix un- to change the meaning of adjectives [and verbs]

Professor Spade is unkind

The stripy socks [simple descriptions]

Year 2 – Expanded noun phrases for description and specification

Traction Man is crawling through the overgrown shrubbery.

The socks with pink and green stripes [specifying which socks after the noun]

Year 3 – The pink and green striped socks in his hands [range of prepositions]

Year 4 – Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.

Traction Man's great romper suit

The greatest romper suit ever seen belonged to Traction Man.

The worst ankle-socks ever seen [modifying nouns, adjectives and preposition phrase]

Year 5/Year 6 – Those hideous socks/Certainly the most hideous socks I have seen.

My socks. My most hideous socks. Socks that had been knitted with bucket loads of love. Socks that I would never wear, yet ones that bonded my grannie and I together. [Repetition for effect]

Year 6 – Expanded noun phrases, adverbs and preposition phrases to convey complicated information concisely and to add detail including some repetition of noun phrases.

e.g. a glimpse of a lady's ankle; just hear me out – all your children and all the children in town will love it; I was obviously talking about the play.

Year 6 exemplification [Frankie]

Now the stairs. The tricky bit. [Simple and effective]

He raced down the creaking stairs – even the seventh one that makes an ear splitting noisy creak.

Then suddenly the stage director is at the door, calling my name. My name.