

<p>Reading environment and culture at Eyam</p> <ul style="list-style-type: none"> • Attractive book corners with picture and sequenced by ability fiction reading books • Staff promote reading through ‘recommended reads’ and displays – children can read these via a picture copy with who is reading it • Regular reading for pleasure in class using book corner • All staff read daily with or too the class either through comprehension texts or the class reading book. • ‘Powerful Reading strategies’ are on display and referred to during teaching and learning • Front facing books in book corner, to include graphic texts 	<p>Whole school reading</p> <ul style="list-style-type: none"> • Library is used fortnightly by everyone • Books are available that match the topic • Library is well organised, tidy and labelled • There is a ‘word detective’ system for learning new vocabulary: syllables, loudly, in character, sounds like and why, mini words, root word, sentence, use it rewarded. • All pupils are heard read weekly until Y4 and then often. • Staff promote fluency through reading first, re reading together, regular reading, focussed questions, communication with parents. • Book talk is developing in school through regular sharing, promotions, teacher focus, book reviews
<p>Learning what our reading skills look like at KS1</p> <ul style="list-style-type: none"> • Seeing the reading toolbox prompts in use and being able to refer to them as the class reads together • KS1/EYFS children take home a ‘reading to me’ book until they can read independently • Core books are taught/analysed through drama and roll play, sequencing, whole class reading and comprehension discussion. 	<p>Developing reading skills /comprehension at KS2</p> <ul style="list-style-type: none"> • Know what a powerful reader does eg images, questions, guess, re read, use punctuation, check back, • Text stuck on the left with pupil annotations as well as answers • PROVE IT skills are explicitly taught through Y3-5: predict, retrieve, outline/summarise, visualise, explain/communicate author choice, infer, technical vocab. • Book study sessions use agreed annotations (wiggle, colours, circle) drawing pieces, questions and thoughts, local to global coherence. • Graphic organisers to explain a structure. • By using higher levels of questioning, students will develop a higher order of thinking; analysis and synthesis of ideas.
<p>ASPECTS of READING</p> <ul style="list-style-type: none"> ▪ Language: talk rhyme, story, poetry ▪ Word reading and spelling ▪ Reading fluency ▪ Support ▪ What powerful readers do ▪ Organising books ▪ A reading for pleasure culture ▪ Reading across the curriculum ▪ Liaising with parents 	<p>Assessments</p> <ul style="list-style-type: none"> • HFW tests KS1 • Phonics Year One • Reading speed KS2 • Phonics at the end of each level • Suffolk reading age / standardised score • NfER twice yearly • Teacher formative assessment of comprehension • Single word tests for some children • Sats y2/6
<p>Phonics</p> <ul style="list-style-type: none"> • Phonics is taught daily in year groups R-y3 • children take home a book at the appropriate level, to read several times & independently • games, online material are used a prompts 	
<p>Homework</p> <ul style="list-style-type: none"> • Until children are fluent readers they should be taking home a phonics book at the level they can manage easily and confidently, this may be lower than being taught • Children to read at home at least 4x a week £s given for more than 3x 	