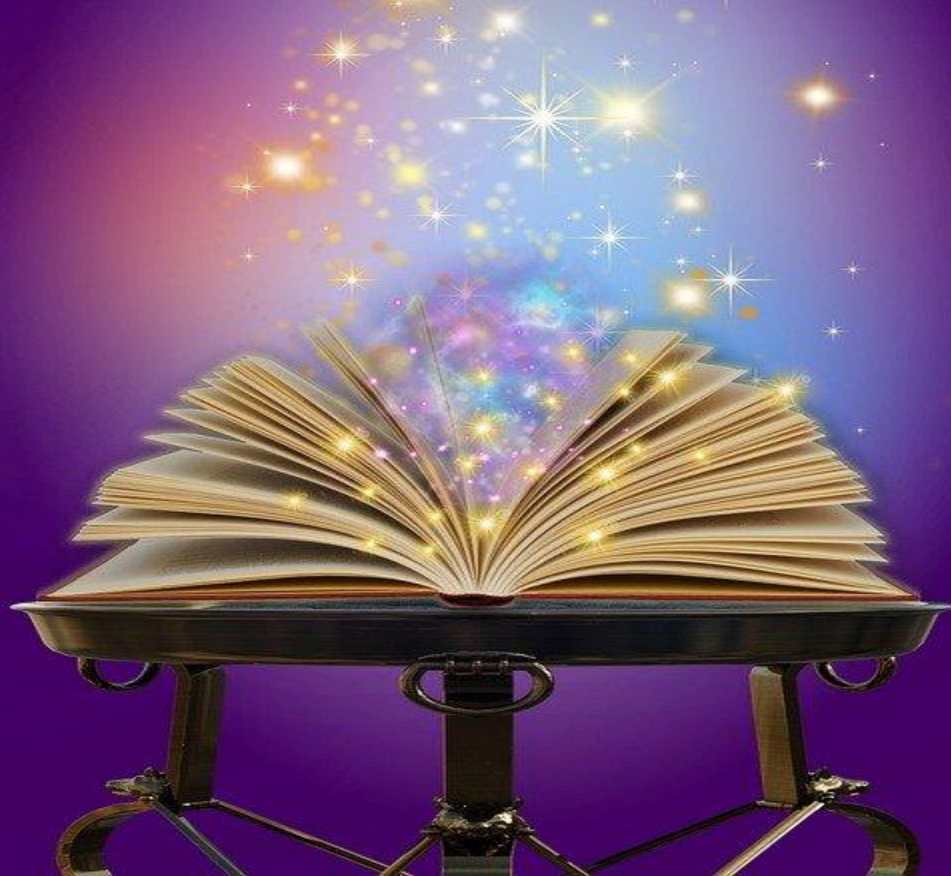
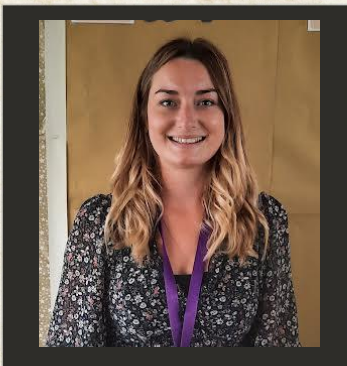
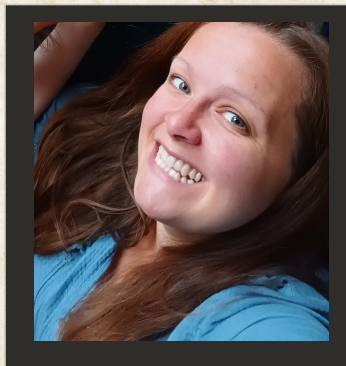


“I do believe something very magical can happen when
you read a good book”
JK Rowling

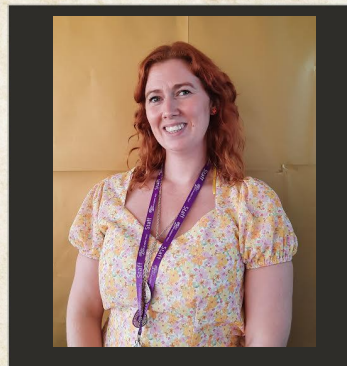




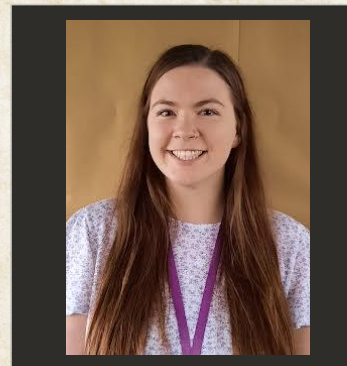
English Lead



Phonics Lead



Reading focus

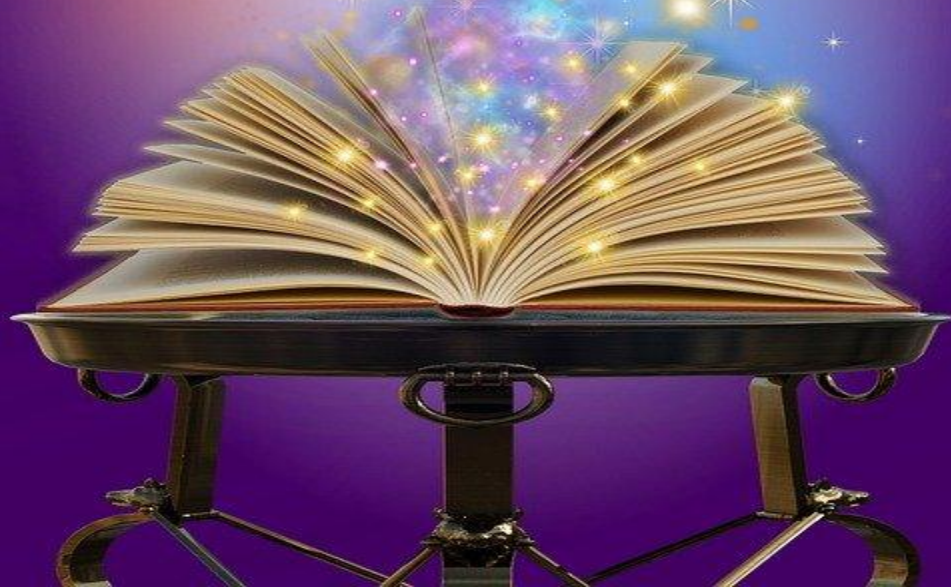


Writing focus

Meet the Team

English

How do we teach Reading at Braeburn?



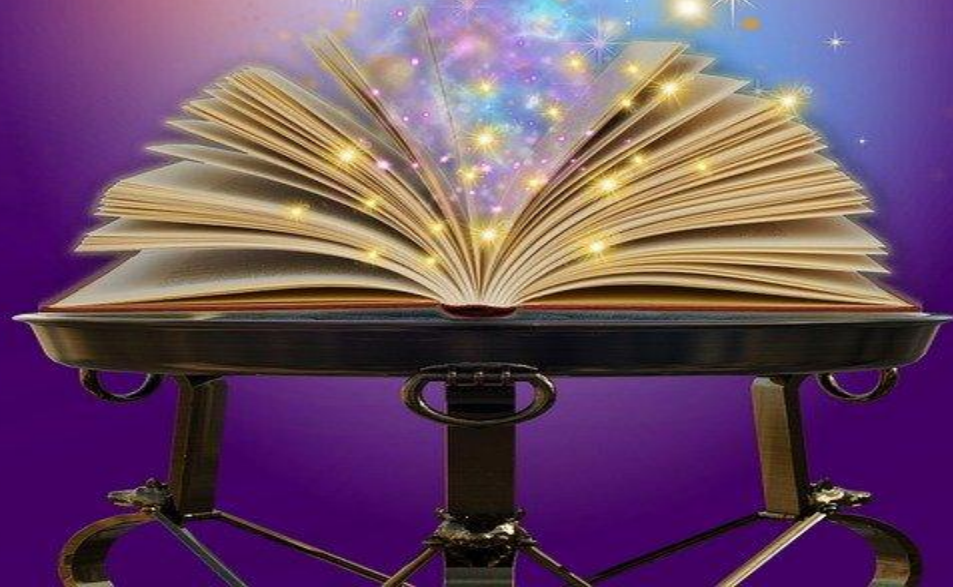
Reading for Real & Little Wandle

As a school, we all use Reading for Real - even in EYFS and KS1. The difference between EYFS/KS1 and KS2 is that KS2 follow the structured sessions of R4R whilst EYFS/KS1 use the strategies in their book talk.

Reading should be:
collective, reciprocal, supportive,
cumulative, purposeful

We use Little Wandle across school to ensure pupils are able to segment and blend words with increasing accuracy.

What does phonics look like at Braeburn?



Phonics in EYFS

Nursery

Children are accessing Phase 1 provision. This involves developing listening skills using plenty of songs and rhymes. Staff pay particular focus to how we are using our mouths when we speak.

Reception

Children are working through the Little Wandle programme and are currently on track with the programme.

Phonics in KS1

Year One

Children are assessed and grouped according to need. Some children are recovering phases and closing the gap.

Year Two

In Year Two, children are grouped according to the Rapid Catch Up Assessment. Children are in smaller groups and focus on their area of need.

In Key Stage One children are assessed on their decoding skills and reading fluency with a view to moving off the programme and continuing on their reading journey.

Phonics KS2

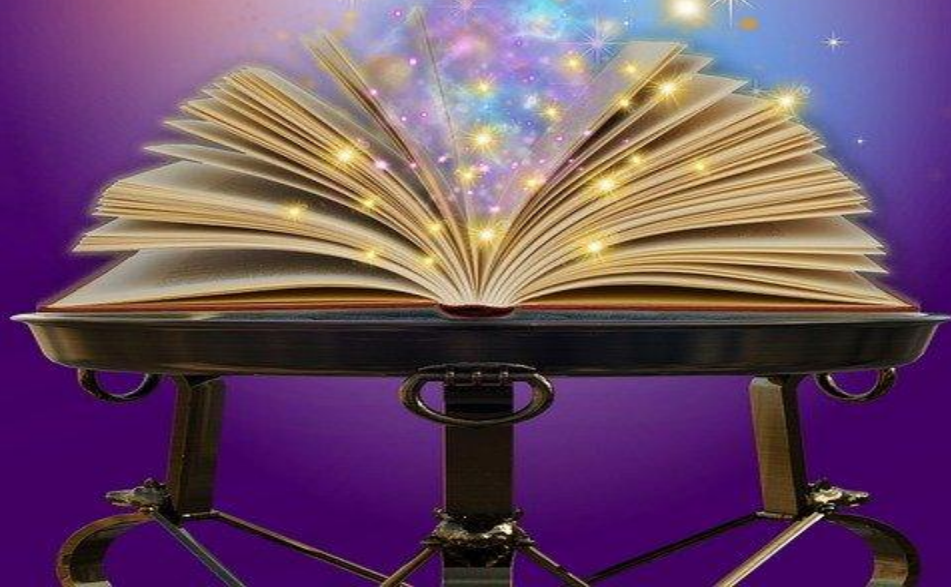
Children are identified as needing a phonic assessment based on previous phonics data or reading data. This is to ensure that staff are targeting the children most in need.

Teachers deliver the phonics sessions using the Little Wandle Rapid Catch Up planning whilst the rest of the class complete their Reading Plus session to build their fluency.

Children who need additional support to close the gap have interventions with teaching assistants too.

Once children have completed the Little Wandle fluency assessments, they are off the programme and will continue to build their fluency through Reading Plus.

What does Reading look like at Braeburn?



Early Reading Sessions

Children in Reception, Year One and Year Two read three times a week with their class teacher and assistant teachers.

There are 3 sessions across the week.

1. Decoding (supporting children to use phonics as the only means to decode)
2. Prosody (reading with meaning, stress and intonation)
3. Comprehension (understanding the text)

During each session, children will be encouraged to segment and blend words before building to blending and reading with a higher rate of fluency.

Reading in KS2

- Reading for Real sessions, including journaling
- Weekly comprehension skills sessions, including prosody warm ups
- Reading Plus 3x 30 minutes each week - 5 books and 1 vocabulary session
- Reading records are used by staff, parents and children.

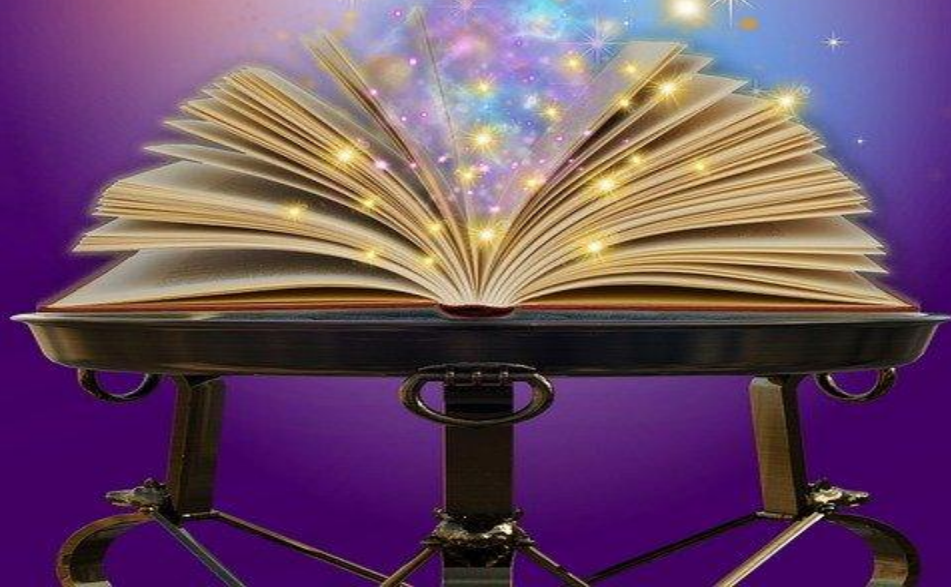
End of Day Reading

In addition to teaching reading, we also share stories with children where they can just simply listen. This models fluency, expression and promotes enjoyment for reading.


Across school, we all stop and read at 2:45pm each day except for PPA days.

When choosing which book to read, we look at our Reading Spine, children's book recommendations and encourage children to vote for their preferred text.

What books will my child read?



Home Reading



3 dojos for
reading at
home!

All children accessing the phonics programme are given a Little Wandle reading book to take home. This is a book that is matched to their phonics assessments, teachers can select books from the list provided by Little Wandle to ensure it is phonetically decodable and children will read at 90% fluency.

For those that have completed the phonics programme, we have coloured book bands which the children work their way through as their fluency and comprehension build. Children are encouraged to be independent exchanging their books in KS2.

Children also take home a Braeburn Reading for Pleasure book. They range from simple picture books to chapter books, non-fiction texts, poetry books etc. The idea being that we are exposing our children to a wider range of texts and taking away the need to decode so they can enjoy the act of book sharing. These books are intended to be shared with either the adult or the child taking on the role of reader or listener.

Coloured Book Bands

Turquoise	Level 7
Purple	Level 8
Gold	Level 9
White	Level 10
Lime (Stars)	Level 11
Brown (Mercury/Venus)	Level 12
Grey (Earth/Mars)	Level 13
Navy (Jupiter)	Level 14
Dark Red (Saturn)	Level 15
Black (Supernova)	Level 16
Free Readers	

Libraries

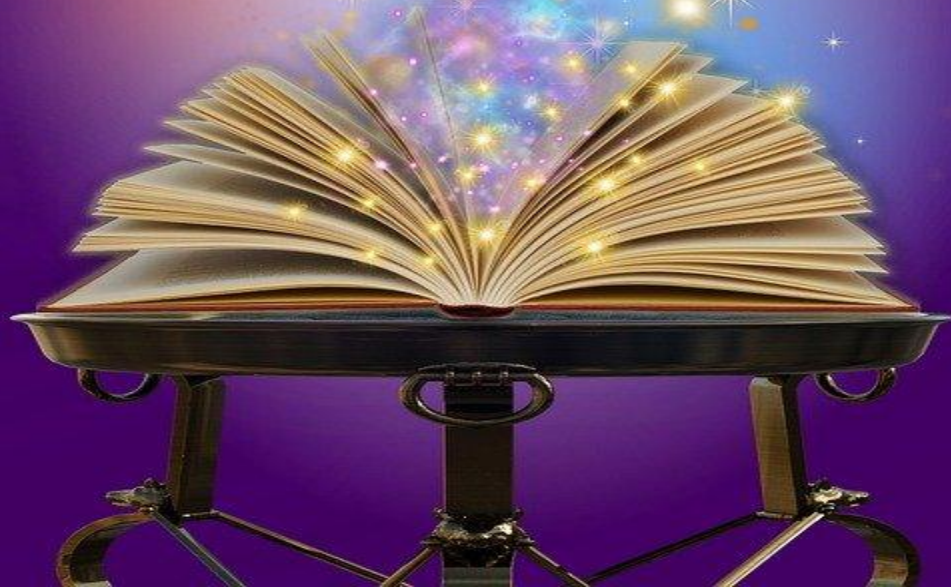
Classroom:

Across school, teams have libraries in their classrooms where pupils can choose books and read in a quiet area.

Communal:

	Monday	Tuesday	Wednesday	Thursday	Friday
KS1 during end of day reading	Seals		Starfish	Deer	Hedgehog
KS2 during lunch time	Year 6	Year 5	Year 4	Year 3	LW book change

How do classrooms support children to read?



Vocabulary builder

Every classroom has a vocabulary display. We add to this when reading to grow children's vocabulary and refer to it in other areas of the curriculum.

Additionally, in KS2, we have a word of the day and we encourage children to try to use the new language in their speech and written work. The more we model new language, the more they use it.

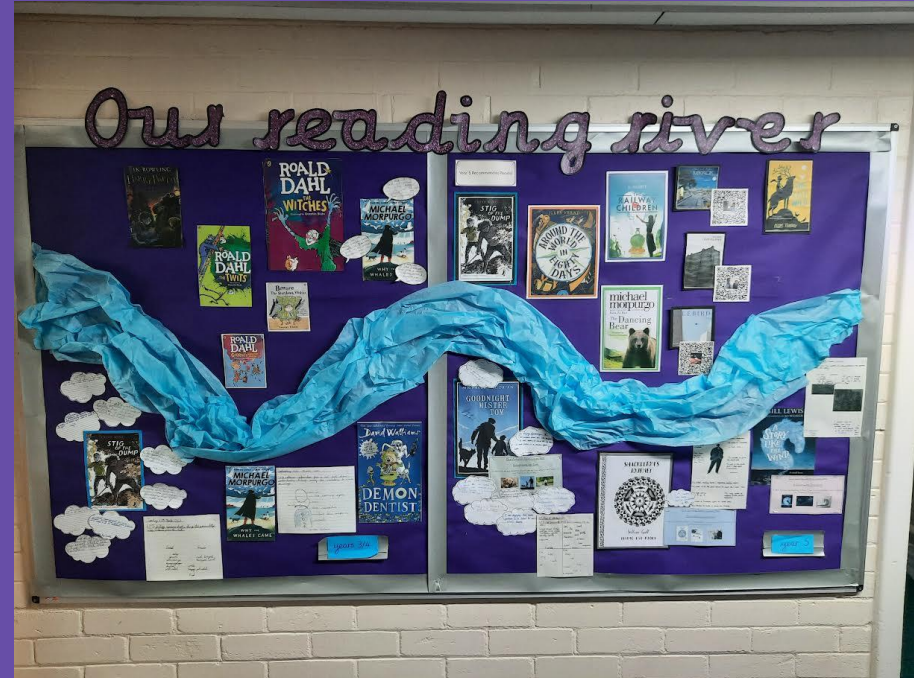
Reading Journey

In every classroom, there is a reading journey to map key events in the class story. This looks different across school but the basis is the same. In KS1, there is a focus on summarising and retelling so their journey plots events, whilst in KS2 there is more detail. In KS2, there are inferences, predictions and additional relevant skills shown on their journey. The working wall is added to in many ways: post it notes, teacher modelling, children's input, images, photographs, thought bubbles etc.

Reading Rivers

In corridors across school, we have Reading Rivers which show the texts on our reading journey. These books are a combination of spine books and our class text.

Vocabulary, pictures, children's work and comments are all added to the rivers.

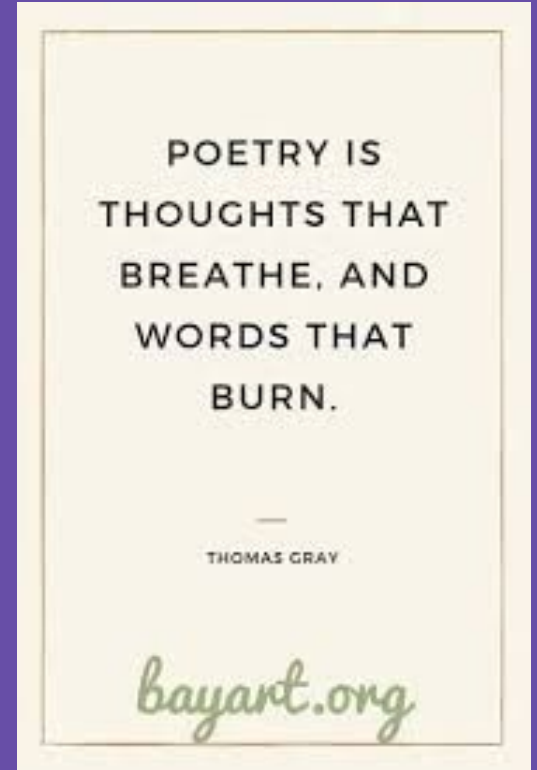


The Braeburn Reading Spine

The Reading Spine shows which texts children should be striving to read during their time in their current year group. These books are to be kept in school to read in ERIC (everyone reading in class) time.

Texts are introduced gradually throughout the year by reading a small section of the text to the class each day. This is incorporated into our end of day reading time.

The purpose of the Reading Spine is to promote enjoyment of reading, allow children to read a variety of genres, widen pupils' vocabulary and allow children to explore a range of authors.



The more that you read, the more things you will know.
The more that you learn, the more places you'll go.

