



# Reading at Danbury Park Community Primary School

Reading is at the heart of our curriculum at Danbury Park Community Primary School.

## Phonics

Reading starts with children developing their knowledge of graphemes (letters) and phonemes (sounds). Children join us in the Reception year group when they begin learning letter sounds. The children are then encouraged to apply their phonics knowledge by being given reading books that match their phonics ability. Children are taught phonics daily in Early Years Foundation Stage and Key Stage 1 and at Danbury Park Community Primary School, we follow the Pearson *Bug Club* synthetic phonics teaching programme.

The teaching of phonics continues into Key Stage 2 for those children who find this aspect challenging and the programme is personalised to meet their needs.

## Reading in Early Years Foundation Stage (EYFS) and Key Stage 1

In Years 1 and 2 children are heard read one-to-one with their class teacher once every 15 school days. In the Early Years Foundation Stage, children are heard more frequently than this, including reading with their class Learning Support Assistants.

Children in EYFS have the great opportunity to read with a Year 6 reading partner. This is timetabled once a week and the partners change termly. As the year progresses the EYFS children enjoy being able to read to their partners. Parents of past children have recognised how much Reading Partners is valued and they have bought gifts such as the book trolleys and books, which are solely used for reading partner sessions.

Children in Years 1 and 2 also participate in weekly group guided reading sessions on the weeks when they are not reading one-to-one with their teacher. During these sessions, the children have the opportunity to read a text, which may be at a level more challenging than the book they take home to read. Children develop their comprehension skills through questions that enable them to demonstrate their understanding and have the opportunity for them to ask and answer questions based on what they have read and know.

Children in EYFS and Key Stage 1 take home reading books that are matched to their reading and phonics level. They have the opportunity to change this regularly in class. In addition to this, they take home a picture book to share with an adult at home.

Once children have completed the school's book banded reading system, they then progress on to chapter books.

## Key Stage 2

As the children move into Key Stage 2, most children will move on to the Key Stage 2 reading scheme. In Year 3 the children start at Emerald level then progress onto Ruby, Diamond and then reach Topaz by the end of Year 4. For our more able readers there is also a Topaz end of Year 4 Challenge.



In Years 5 and 6 children work through Bronze, Silver, Gold and Platinum levels. For those children who complete the Platinum level there is then a Kryptonite challenge. This challenge is discussed at length and in detail with the individual children and their class teacher. Parents are informed of the subject or question, which the children has chosen to explore as part of their challenge.

We additionally have a range of books available in Key Stage 2 that run alongside the main levels for those children who require extra support with their reading.

### **Reading Journals**

In Key Stage 2 children are taught how to, and are expected to keep, a reading journal. In their reading journal the children have a genre wall to encourage them to read a range of books on each challenge level. Children record their responses to the books that they read in their journals and when they feel they have completed a challenge, they then arrange a reading conference with their class teacher to discuss what they have read. Teachers may ask for additional texts or journal activities to be completed before the child writes a letter to the Headteacher to inform her that they have successfully completed a reading challenge and are ready to progress to the next level. Teachers record group guided reading sessions as well as reading conferences in the children's reading journal. Parents are actively encouraged to record when they have heard their child read.

Teachers in Key Stage 2 hear each child read one-to-one at least once a half term. All children are heard read weekly in group guided reading sessions.

All classes have a dedicated reading area and a story time when teachers enjoy introducing new stories as well as reading well-known stories to their class.

### **Celebration Assemblies**

Children's achievements in completing each stage of the Key Stage 2 reading challenge scheme are celebrated in regular whole school celebration assemblies where the children are presented with a certificate and sticker to acknowledge their completion of each challenge. Parents are invited to join us for these assemblies too. The children share with the rest of the school their personal likes and preferences justifying their choices. Year 6 children are also presented with a £10 book token when they have completed Platinum Level.

### **Libraries**

In Key Stage 1 we have a library that holds a central stock of fiction and non-fiction books. Teachers use these to refresh their classroom reading areas so that the children have easy access to a wide range of books.

In Key Stage 2 there is a central library, which houses reading books as well as reference and non-fiction books. The children also have access to a selection of books in their class reading areas. The books are split according to lower and upper Key Stage 2 because of content. The library and reading scheme contain a variety of books e.g. classics and modern authors, fiction and non-fiction. The focus is on developing their higher order reading skills including:

- 📖 Retrieving information from the text;
- 📖 Finding clues and reading between the lines;
- 📖 Identifying the features of a structure of a text;
- 📖 Commenting on an author's choice of language;
- 📖 Commenting on an author's viewpoint and purpose;



## Comparing the social, historical and cultural context of a text.

In addition to reading the materials we have in school, we actively encourage children to read for pleasure their books and a range of texts at home, e.g. comics, newspaper reports, instructions for construction kits or games as well as . They all promote reading and provide different opportunities for reading to be used.

We also promote the use of our local library with children participating in the Summer Reading Challenge. Our local library is very important to us all at Danbury Park School and is an asset to our community. Children felt it was important to voice their support with their families to help keep the library open.

### **Librarians**

Children in Year 5 are given the opportunity to be a school librarian. To be considered for this role, they write a letter to the English subject leader explaining why they would like to be a librarian and what they would bring to the role. If successful they have regular meetings with the English subject leader and are timetabled a day for their duty. In addition to organising the books and keeping the library areas tidy, they also take note of favourite books and authors that children recommend when receiving their reading certificates in celebration assemblies. They promote reading and encourage children to try new books or authors by recommending reads to their Key Stage 2 peers.

### **Reading at Playtimes**

We have selections of books, which are regularly updated, in boxes that are taken out into the gazebos in the playground at lunchtimes so that the children can share and enjoy books together.

### **Book Week**

This is always a highlight in the school calendar. This week is dedicated to a particular genre, text, theme or aspect of reading. Children enjoy reading swap sessions when they have the opportunity to read with children in another class and/or key stage. Parents and grandparents are invited to join us to share books with their children or grandchildren. All staff also select a favourite text, extract or poem. The children are then given this information so they can choose what they would like to listen to for that session. In the past this has included listening to extracts from *Alice in Wonderland*, *Harry Potter and the Philosopher's Stone*, poetry, and picture books.

### **Shared Reading in Class**

During daily English lessons, children have shared reading sessions. This is when the teacher shares and talks through a text that they are studying in class. In these sessions the teacher demonstrates the comprehension skills and strategies needed to read the text. The skills and strategies modelled within shared reading sessions are applied within foundation subjects, when the class are studying texts related to their topics.

### **Support from Parents**

The reading diaries and journals are a vital part of the home-school partnership. We ask that parents record when they have heard their child read in these diaries. Information from teachers and teaching assistants regarding how parents can support their child with particular areas is shared.

We have established a book donation box, which is situated in the foyer of the school office. Here parents donate books that can be used within our reading corners, playground reading boxes and libraries.



This has been an invaluable resource, for which we are extremely grateful. It also demonstrates the support we have from home regarding reading as well as enhancing the existing stock of books we have.

It is our intention that children leave Danbury Park Community Primary School having become fluent, confident and passionate readers.