



Reading

AT GRANGE VIEW



READING AT GRANGE VIEW

At Grange View we prioritise reading and know the importance of all children being able to read. We want all children to leave our school being confident and fluent readers so they are able to thrive and access a broader curriculum. Being able to confidently read ensures that our children will flourish in future endeavours and create a solid foundation for later life.

Creating life long learners that are able to broaden their experiences through a love of reading is important in Grange View and is an integral part to the daily running of our school.

TEXTS IN THE CURRICULUM

Within our English lessons we plan based around high quality texts that ensures children are reading and studying a range of texts and using them as a starting point to their writing.

Books and texts are also used within other areas of the curriculum, including; RE, PSHE, science and other non core subjects. We understand the importance of a broad and balanced curriculum that incorporates texts throughout and believe that books can provide a hook or context to childrens learning.

TEXTS ACROSS SCHOOL/ LIBRARY

Each term, every class in school receives a box of books from the library service linked to their topic.

These boxes include high quality fiction and non-fiction texts. The texts are displayed in the school library and used within lessons throughout the topic for self led research as well as being available for children to read and enjoy.

READING SPINE AND STORY TIME

Each year group from nursery to year 4 has its own 'favourite five' The favourite five is made up of picture books, novels, diverse and aspiration texts with high quality vocabulary at the heart.

Each class have five core texts over a term that they will read and enjoy as a class during story time. These texts are regularly evaluated and changes are made where necessary.

Story time happens throughout school at the same time, to ensure every single child enjoys 15 minutes of uninterrupted story time.

OUR FAVOURITE FIVE

Nursery	Reception	Yr 1
<ol style="list-style-type: none"> Goldilocks and the three bears You Choose – Pippa Goodhart and Nick Sharratt Astro Girl – Ken Wilson-Max We're Going on a Bear Hunt – Michael Rosen Each Peach Pear Plum – Allan and Janet Ahlberg Jasper's Beanstalk – Nick Butterworth and Mick Inkpen Julian as a mermaid – Jessica Love The Very Hungry Caterpillar – Eric Carle Hairy Maclary from Donaldson's Dairy – Lynley Dodd Dear Zoo – Rod Campbell The Enormous Turnip Ruby's Worry – Tom Percival The Lighthouse Keepers Lunch – David & Rhonda Armitage Shark in the Park – Nick Sharratt There's a dragon in my book – Tom Fletcher and Greg Abbott 	<ol style="list-style-type: none"> The Three Little Pigs Handa's Surprise – Eileen Browne Farmer Duck – Martin Waddell The Gruffalo – Julia Donaldson Rosie's Walk – Pat Hutchins Mr Wolf's Pancakes – Jan Fearnley The Rainbow Fish – Marcus Pfister Laura's Star – Klaus Baumgart Owl Babies – Martin Waddell Shhht! – Sally Grindley Jack and the beanstalk A little bit different – Claire Alexander There's only one you – Katherine Heling Whatever Next – Jill Murphy Mrs Armitage – Quentin Blake 	<ol style="list-style-type: none"> Goldilocks a #cautionary tale – Jeannie Willis The little mermaid – Hannah Eliot and Niven Ortiz Lost and Found – Oliver Jeffers The Tiger Who Came to Tea – Judith Kerr Peace at Last – Jill Murphy Beware of the bears – Alan MacDonald My Daddies – Gareth Peter and Garry Parsons Charlie Cooks Favourite book – Julia Donaldson The enchanted wood – Enid Blyton Can't You Sleep Little Bear? – Martin Waddell Frederico and the wolf – Rebecca Gomez and Elisa Chavarri Colour monster – Anna Llenas Dogger – Shirley Hughes The giraffe, the pelly and me – Roald Dahl The dinosaur that pooped the bed – Tom Fletcher & Dougie Pognter
Yr 2	Yr3	Yr4
<ol style="list-style-type: none"> Jack and the baked bean stalk – Colin Stimpson Dogs don't do ballet – Anne Kemp The Owl Who Was Afraid of the Dark – Jill Tomlinson Fantastic Mr Fox – Roald Dahl Traction Man is Here – Mini Grey The three little Javelinas – Susan Lowell Look up – Anthony Browne Gorilla – Anthony Browne Flat Stanley – Jeff Brown Meerkat Mail – Emily Gravett After the fall – Dan Santat Who's afraid of the big bad book? – Lauren Child The Flower – John Light The Hedgehog – Dick King-Smith The Tear Thief – Carol Duffy 	<ol style="list-style-type: none"> Hansel and Gretel – Anthony Browne Grandad Mandela – Ambassador Zindzi Mandela Quick let's get out of here – Michael Rosen The Christmasaurus – Tom Fletcher The magic finger – Roald Dahl The Ghanaian Goldilocks – Dr Tamara Pizzoli The Barnabus Project – Eric Fan One plastic bag – Miranda Paul The Abominables – Eva Ibbotson The twits – Roald Dahl The little red and the very hungry lion – Alex T. Smith The proudest blue – Ibtihaj Muhammad Under the love umbrella – Davina Bell The Lion, The Witch and The Wardrobe – CS Lewis The Sheep-pig – Dick King-Smith 	<ol style="list-style-type: none"> The true story of the 3 little pigs – Jon Scieszka Town is by the Sea – Joanne Schwartz Voices in the Park – Anthony Browne The Miraculous Journey of Edward Tulane – Kate DiCamillo George's marvellous medicine – Roald Dahl Troll Stinks – Jeanne Willis Bill's New Frock – Anne Fine Curiosity: The Story of Mars Rover – Marcus Motum The Explorer – Katherine Rundell The Princess' Blankets – Carol Anne Duffy Goldy Luck and the three pandas – Natasha Yim Varjak Paw – S F Said, Andrew Sachs Flotsam – David Wiesner The Firework Maker's Daughter – Phillip Pullman Where Zebras Go – Sue Hardy-Dawson

TEXTS IN THE CLASSROOM

Each classroom has book corners with high quality texts for each age. Books are regularly checked, updated and added too. All children have access to the reading areas and staff ensure children understand the importance of them.

We also have a much loved and used reading shed on the yard. A reading shed ensures that children have access to new books every break and lunch time. The shed is also regularly checked and books are swapped, changed or added to.

ACCESS TO A WIDER RANGE OF TEXTS

Every child not only has access to home readers, texts in their own classes but they also visit the local library weekly. The school has a close relationship with the library and the librarian often liaises with staff to order books in for children to fit topics and interests.

As a school we have worked hard to ensure children have access to books at home and have a mini collection of their own however for children who have fewer books at home, visiting the library is an important part of ensuring children are reading for pleasure. KS2 children also access the library in the local town alongside swimming. As a school we have also invested in the book trust which gives PP children books on a monthly basis to keep.

HOME READERS & READING CHALLENGE

Every child from reception up to the end of year 4 take home a reading book.

For children still learning phonics- they will take home a book that matches their ability and the sounds they know alongside a familiar text that they have been reading in their phonics group.

Once children are confidently off the phonics scheme they will move across to our home readers. These texts are levelled and include fiction, non-fiction, scripts and poems. We are always adding to our home reading collection to ensure they are high quality and encourage all children to read and enjoy what they are reading.



PHONICS

NURSERY

Pre- phonics activities start from nursery. Children learn listening skills, copying, repeating, syllables and other important skills needed before they can start their phonics journey.

For children who are ready in the summer term of nursery, we introduce them to the nursery Read Write Inc (RWI) scheme. RWI is our whole school systematic synthetic phonics programme.

RECEPTION

From the very beginning of reception children learn phonics through the RWI scheme. They have daily phonics lessons where they begin to recognise, read and write sounds. Each half term they are assessed and from Christmas they are grouped into ability groups.

YEAR 1

Year 1 are also assessed half termly and are grouped based on ability. All children receive daily phonics lessons following the RWI scheme (see phonics cover sheet and policy for more information).

YEAR 2 (and above)

Once children have reached the end of the phonics scheme and are confident and fluent readers they will no longer join a phonics group and will join guided reading. Any children who have not yet learned their sounds and apply them confidently will join a phonics group or receive appropriate intervention.



GUIDED READING

Guided reading is taught in years 2, 3 and 4 as a discrete lesson. The children are grouped based on their reading capabilities and read through a variety of fiction, non-fiction and poetry books. Groups are no larger than 6.

These sessions are 30 minutes long and happen once a week per group. They will focus on a specific aspect of reading within National Curriculum and follow the reciprocal reading approach with children learning reading skills; to question, summarise, clarify and predict. In KS2, the children are then given pages for them to read at home with an adult ready for the following session. Staff record these sessions on our guided reading sheets as evidence.

ASSESSMENT

Each half term children from reception- year 4 are assessed on reading. Children still learning phonics will be assessed using the RWI assessments (this assesses sounds, word reading and fluency). With year 1 children also being assessed on comprehension.

All children in year 2,3 and 4 will also complete NFER and rising star assessments on reading comprehension. Any children who are targeted for pace and fluency will also be monitored for this half termly.

READING RESOURCES IN OUR SCHOOL

RWI Systematic Synthetic Phonics Scheme

VOCABULARY NINJA

All pupils in year 2,3 and 4 use Vocabulary ninja to experience different text types and learn key comprehension skills such as skimming, scanning, ordering of text and discussion around unknown vocabulary.