



OUR READING OFFER

What do we offer?	When do we do it?	Who does it involve?	How?
Children read their class text.	All children listen to their teacher reading the class text daily for 15 minutes.	All children read with the class teacher and their peers.	The class teacher will have the book displayed on the board via kindle and children will have access to a book to read along with the teacher.
Children read in whole class guided reading sessions.	KS1 - 1 x 30 minute taught session weekly KS2— 1 x 60 minute taught session weekly	All children read with the class teacher and their peers.	A combination of reading strategies are taught and developed such as fluency, comprehension, prosody and deeper reading.
Children are provided with 'levelled' texts to take home. Early readers working through the school phonics programme will take home fully decodable books. Parents read these books with their children at home.	Rec/KS1– Books go home, and are returned to school, on a Monday. KS2 – Books can be changed when necessary with support from the class teacher	Checked by class teacher and sometimes supported by teaching assistant.	Staff hand each child a new book from the stage books. Class teachers decide when children are ready to move up a book band based on word reading, class work and comprehension of a passage.
Group reading	Children accessing phonics—2 x 10 minute weekly Year 2—1 x week 20 minutes KS2—1 x fortnight 20 minutes	Class teacher and teaching assistants where necessary.	Teachers read with children checking word reading and comprehension skills.
1:1 reading with children.	EYFS: Once per week KS1: Once per week KS2: At least once per half term	Class teacher and teaching assistants where necessary.	Teachers read with children checking word reading and comprehension skills.
Children are provided with opportunities to read for pleasure.	Class teachers generate a culture of reading for pleasure within their classrooms.	All children and staff.	Classrooms have stimulating reading displays for children to enjoy. Teachers plan regular opportunities for children to read for pleasure within the timetable.
Children have access to a wide range of books from a selection taken from the library.	Children can borrow books to read at home or for pleasure in school.	All children.	Staff take a selection of books into the classroom for children to choose from.
Texts linked to the topic are shared and studied through English lessons.	Daily	All children and all teachers.	A quality text is the focus of all of our topics. Classes will identify features, discuss themes, explore new vocabulary and learn and analyse the structure through our English lessons.
Teachers model positive reading behaviours by reading to the class.	Daily	All children and teachers.	A quality text aimed at being above the children's reading age is read to the children to foster a love of reading, model core reading skills (particularly fluency) and extend pupil vocabulary.

Our Intent

At Holbrook we are aiming high with reading. We want children to become fluent, insightful readers who are excited by books and knowledgeable about authors, genres and great literature. Most of all, we want children to love reading.

Every class at Holbrook has a book which they read together. This changes at least termly. These are the books we want children to know inside out and they represent a range of authors and genres with due thought given to diversity and inclusivity. This approach means that by the end of Key Stage Two, all children will have read and enjoyed a variety of high quality and challenging books. We read to and with our children every day and seek ways to encourage children in their journey to independent and enthusiastic readers. We teach the skills to help children become good readers in a mix of whole class and group reading sessions, with lots of one to one reading too when they are younger. We have a clear progression which sets out what provision is made for reading in each phase of their primary education:

The reading curriculum at Holbrook has been carefully planned in an effort to ensure that, during their primary education, all children achieve:

- Their Early Learning Goal at the end of Reception in both reading and speaking and listening
- To be confidently reading Phase 4 Little Wandle Big Cat Phonics books by the end of reception
- A pass in the Year 1 phonics screening check
- To be fluently reading Phase 5 Little Wandle Big Cat Phonics books by the end of Year 1 and move on to stage books
- At least the expected standard in the Year 2 reading SATs
- At least the expected standard and/or the expected level of progression each year
- At least the expected standard in their Year 6 SATs

We also expect many children go beyond this to excel.

Phonics

Early reading is taught using synthetic phonics. Holbrook follows the 'Little Wandle' scheme which ensures a rigorous, consistent approach to our phonic teaching. Pupils are taught the phonemes (sounds), how to blend the sounds all through the word for reading, and how to segment the sounds in order to write words. They are taught to use their phonic skills and knowledge as their first approach to reading. Children in EYFS and KS1 have a well-structured and effective twenty minute phonics lesson daily. Regular assessments take place to help identify gaps in understanding, which are quickly addressed so that all children can keep up with the phonics program.

A typical child's journey when learning to read

Children learn how to associate letter sounds (phonemes) with their corresponding letter pattern (grapheme).

Children learn how to blend clusters of these letter patterns to form words. This is known as decoding. At the same time, their knowledge of the most commonly seen words (high frequency words) increases.

Children begin to broaden their awareness of words which do not conform to general grapheme 'rules' (tricky words).

Children learn alternative letter patterns for known sounds (such as 'or' being also less commonly being represented as 'aw', 'ore', 'our' and also 'au' as in August).

Throughout this process, children read age-appropriate books with lots of opportunities to apply the sounds they have learnt. They are taught to answer questions related to the text and encouraged to query the action or content of the text whilst reading; they do this orally and in writing. This continues to develop with age and experience and children learn to establish a greater understanding of the printed word by being able to explain new vocabulary, retrieve information, make inferences and discern the choice of language and authorial intent.

[A whole school approach](#)

Each term, every class at Holbrook uses a different book as a basis for much of the curriculum, which helps to make meaningful links between subject areas. These books are pitched at a level just beyond the classes independent reading level in order to expose them to high quality language and themes. Immersing children fully in the world of a story helps to foster enthusiasm for reading. It also means that, by the end of Key Stage 2, every child will have read a variety of excellent and challenging novels. Each teacher reads aloud to their class on a daily basis and constantly look for ways to inspire readers. As a result children are able to talk confidently about genres and authors they enjoy.

[Reading fluency and comprehension](#)

Reading is a multi-faceted skill. Our phonics approach enables children to make the best start with decoding and phonological awareness, leading to word recognition. The teaching of reading throughout school is designed to build on this, providing opportunities for children to learn and practise comprehension and fluency skills, using the National Curriculum as our framework. We have a clear progression which sets out, for each year group, what provision is made for 1:1 reading, group reading and the whole class teaching of reading skills. We use VIPERS for the explicit teaching of comprehension skills, with the aim of helping children become active, reflective readers. The VIPERS skills are: understanding and explaining new Vocabulary; making Inferences and asking questions; making Predictions; Explaining our answers and authorial choices using evidence from the text; Retrieving information; and Summarising the events from a text. To support these skills, we send home a year group specific bookmark each half term with a reading target and some possible question stems that you could use whilst reading at home. When reading together, we encourage children to also use our 'Super Seven Strategies' which are active reading skills, helping children to engage with the text while they are reading, building their understanding as they go.

[What should your child read at home?](#)

If your child is currently accessing phonics in school, they will bring home two books: a fully decodable phonics book for independent reading and a 'chatter' book to share with you. The phonically decodable book will be carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy – your child needs to develop fluency and confidence in reading. Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together. In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The 'chatter' book is a book they have chosen for you to enjoy together. Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!

Once your child has completed phonics, they will choose from a wide range of reading books. They are taught to apply the '5 word rule' when they choose their book. This means when they read a page, there should be no more than five words which they can't yet read. This simple guidance tool helps children to find a book that will be comfortable and enjoyable for them to read.

The class teacher will regularly listen to your child read in school and decide when they are ready to move to the next book band and have the appropriate level of reading skill and fluency to access these books at home.

[The Holbrook Hundred](#)

To further ensure that children are exposed to high quality, engaging texts to read for pleasure, we have chosen a Holbrook Hundred: all the books we think children should read before they move on to Secondary School. There's a variety to suit all tastes and interests. Some are challenging reads, some are just lovely stories to share. Remember that this is all about learning to love books - children can read these themselves, or an adult can read with them, or children can listen to an audiobook.

If you have any questions about reading at Holbrook, please do not hesitate to contact myself, Mrs Taylor or your child's class teacher. As always, we thank you for your continued support.

Mrs Wright

English Co-ordinator

Holbrook's Super Seven Strategies

Are you an active reader?

Active readers make sure they understand while they are reading.



Super seven reading strategies

QUESTION

I ask questions while I am reading.



BE A WORD DETECTIVE

When I find words or phrases which I don't understand, problem solving to work them out.



MAKE LINKS

I use what I have seen, done and already learned to make sense of what I read.



VISUALISE

I make pictures in my head as I read and change them as I read more.



PREDICT

I think about what might happen next.



SUMMARISE

I spot the main idea or the main events. I tell myself what's happening in a sentence or a paragraph.



LOOK FOR CLUES

I look for clues – when the author is showing me, not telling me – and us build meaning.



VIPERS

› Vocabulary ‹

THINK ABOUT SYNONYMS
LOOK AT THE WHOLE SENTENCE
CROSS OUT THE WORDS YOU KNOW IT CAN'T BE
REPLACE THE WORD WITH A SYNONYM

› Infer ‹

DOES IT START WITH A 5W OR HOW?
YOU'RE NOT LOOKING FOR WHAT IS THERE-
YOU'RE LOOKING FOR WHAT IS MEANT BY IT
ACTIONS GIVE CLUES ABOUT FEELINGS

› Predict ‹

LOOK FOR HINTS
YOUR PREDICTIONS NEED TO BE LOGICAL AND REASONABLE
AND BASED ON THE TEXT
WHAT HAS THE AUTHOR IMPLIED THROUGH LANGUAGE CHOICES?

› Explain ‹

THINK ABOUT SIMILARITIES AND DIFFERENCES
IMAGINE YOU ARE THE AUTHOR – WHY DID YOU MAKE THAT
VOCABULARY CHOICE?
READ THE START AND END OF THE TEXT –
WHAT CHANGES TAKE PLACE?

› Retrieve ‹

THE ANSWER IS ALWAYS IN THE TEXT
DO NOT PUT THE ANSWER IN YOUR OWN WORDS – JUST COPY IT!
READ THE WHOLE PARAGRAPH THAT THE QUESTION IS ASKING ABOUT
CAREFULLY READ THE TEXT AGAIN

› Summarise ‹

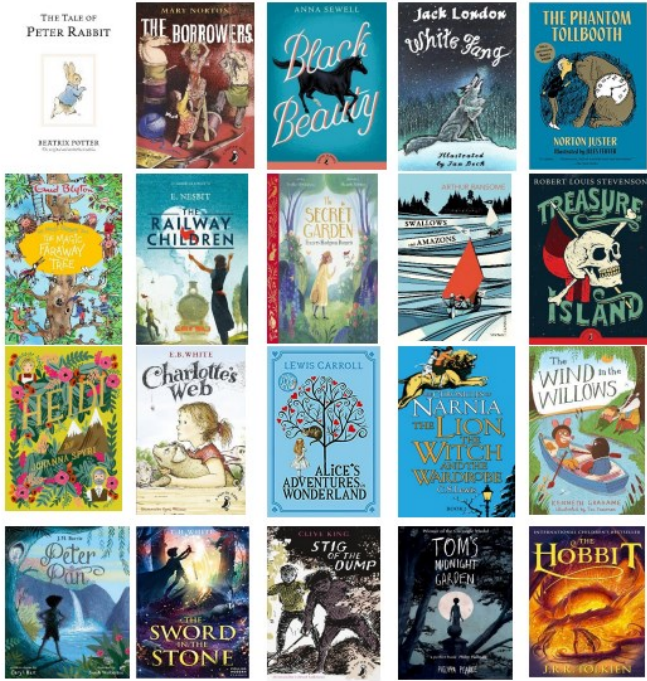
PICK OUT ONLY THE KEY POINTS
SUMMARISING IS USED TO GIVE A GENERAL OVERVIEW OF SOMETHING
WHEN ORDERING EVENTS, GO BACK TO THE START OF THE TEXT TO
CHECK

The Holbrook HUNDRED

Brilliant books to read at primary school



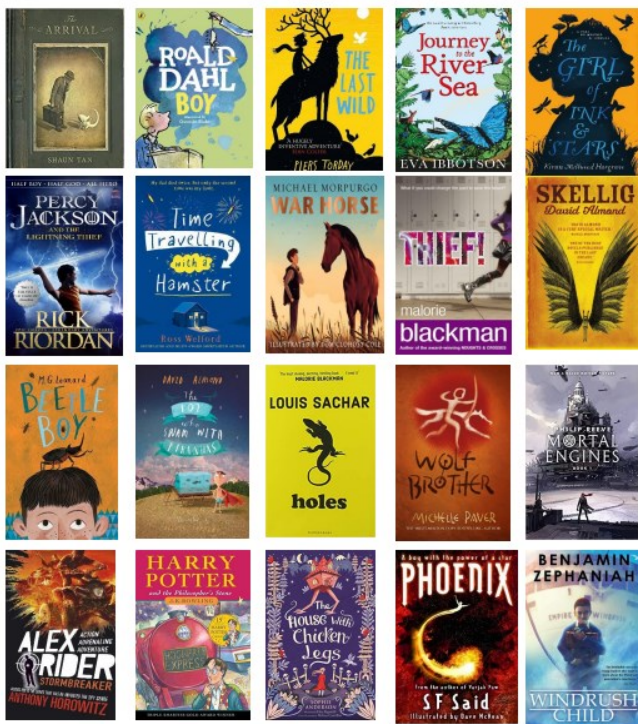
Children's Classics



Sensational stories



For older children



Picture Books for All

