

Reading for Pleasure

Interventions

Assessment is used to inform the planning and teaching of reading. Half-termly **Accelerated Reader** reports are used to track everyday reading comprehension. Termly **NFER** assessments are used to track reading comprehension progress. Pupil Progress Meetings are then used to identify children for additional reading interventions. Children will also sit a National Reading Comprehension Assessment at the end of Y6.

Reading Environments

All classrooms have a reading area/display which promotes the importance of reading. These areas, along with various other reading nooks across the school, will attractively display a collection of reading for pleasure/topic books. The school library will also celebrate the school’s love of reading and will be accessible to children from all year groups.

At Plantation we will ensure that every child will learn to read and that no child will get left behind. The following reading interventions are used by both teachers and Learning Support Assistants on a daily basis: **IDL** (Literacy Programme software to support dyslexic children); **Read, Write Inc. Phonics**; **RWI** **Fast Track Tutoring Programme; Guided Reading, Pobble, Pre-reading activities and Reading Comprehension Mini Tests.**

At Plantation Primary School we believe in nurturing a genuine lifelong interest in reading in all of our pupils. The following initiatives are used to promote Reading for Pleasure:

* Story time in class
* The Book Shack
* Access to eBooks via various different reading platforms (EPIC, Oxford Owl etc.)
* Reading incentives (Reader of the term, competitions etc.)
* Whole school reading events (World Book Day, author visits etc.)
* Friday afternoon reading activities

Assessment

Reciprocal Reading

Home Reading

School planners are to be taken home and returned to school daily. Children are expected to read at home at least four times a week and planners must be signed off by a parent/guardian.

**Accelerated Reader** At three different data collection points throughout the year, children will complete a Star Reader Test and will be given a ZPD score. The score gives them a band of books that they can choose from to read. Once they have finished the book, they will complete a short AR quiz in school on an Ipad. Children should aim to score 80%+ on this quiz.

**Reading for Pleasure Book** Children are also welcome to take home a book which they can read for pleasure either from the class or school library. This book may be outside the child’s ZPD range.

Reciprocal Reading uses the four key skills of: predicting, clarifying, questioning and summarising to explore a variety of high-quality and age-appropriate texts. The children participate in reading discussion circles allowing the teacher to question and challenge the independent groups. New vocabulary is recorded in a clarifying booklet or spelling log book and independent comprehension skills are tested through the use of reading mats. There are three sessions per week and all questions are planned by the class teacher using the KS2 content domains. Each week focuses on a stand-alone text which alternates between fiction, non-fiction and poetry. The sessions are structured as follows:

Session 1 – Clarifying session and group pre-read for lowest 20% percent of class

 Session 2 – Reading circles

 Session 3 – Reading comprehension mats

Plantation Primary School

 Reading at KS2

**English** One lesson per week is dedicated to reading comprehension. All English units are planned through high-quality texts and these texts are read as a class.

**Foundation Subjects** Reading is at the heart of our curriculum and all subjects will expose the children to some form of reading. We use ‘Reading to Learn’ boxes when studying Geography and History to further enhance the topics taught.

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Reading across the Curriculum

Computing