

Reading at Kobi Nazrul

Principles for the teaching of reading:

Our principles are based on the recognition that the relationship our teachers have with their children and their teaching style is vital for excellent learning

- Reading, alongside Oracy, is at the heart of our curriculum
- Our reading curriculum supports all children to become confident, reflective and independent readers
- Reading at Kobi Nazrul is not seen as just de-coding but as a way to develop a deeper understanding of the world
- We want our children to question what they read and develop an inquisitive approach
- Children are given a wide range of opportunities in a variety of contexts to develop their reading skills
- Parental involvement is fundamental and developing and maintaining robust systems to encourage home reading is a priority

What it looks like:

- Phonics teaching is taught systematically across EYFS and KS1
- Phonics is taught in KS2 to identified children
- All children have a home/ school reading record that is used to record their home reading (**see separate guidance sheet**)
- Reading skills beyond de-coding are taught and consolidated in a variety of ways across the school. These include:
 - * Guided reading sessions- the model varies in each class according to the current needs of the cohort. There will be at least 1 guided group
 - * Class reader- Not a set English Text but a book read for the enjoyment of the class. Within these sessions teachers will build in opportunities to develop the reading skills appropriate to the year group/ needs of the children
 - * Reading within English lessons based on the National Curriculum requirements. There will be a range of genres taught. Links where appropriate are made with the topics being studied in the wider curriculum
 - * Whole class reading of the English text with a focus on specific reading skills – reading of this text in depth will take the place of guided reading sessions where appropriate

How it works:

- Teachers determine what the reading provision looks like within the framework above. Less experienced teachers will be supported by the curriculum/ phase leaders
- Reading 'diet' can vary across a week/ fortnight/ duration of English unit dependant on the needs of your class
- Reading domains should be used to support planning alongside the reading tool
- Whole class teaching of reading through a shared text in English – please record on English planning (medium term plan and weekly), with key questions. Annotate plans with any next steps. Use next steps box on each group's reading tool with date when appropriate
- Guided reading- format may vary- Examples may include:
 - 1 guided group and carousel with activities linked to prior learning to develop independence
 - 1 guided group and all others doing a similar activity linked to English or topic
 - 1 guided group and activities from Chris Quigley's INSET
- We will continue to use Guided reading planning format for guided lessons. Please mark on Reading domain focus.
- If guided reading time is being used for whole class shared text (for example if English unit is non-fiction) please use GR planning format to record text, key questions and any differentiation (scaffolds for specific groups/ adult support to access etc.) as well as any follow up activities
- On a regular basis (as is appropriate for your class) build in 'test skills' practise
- Recording from guided reading- use sheets if helpful/ post it notes on sheet/ highlight reading tool/ use next steps box