

Reading at The Coombes Primary School

At The Coombes, our reading approach aims to create naturally curious, confident and excited about reading

WHOLE SCHOOL

Whole class teaching of reading strategies
 Guided Reading
 Whole Class Texts
 Individual Reading
 Class Novels
 Visits to the Library
 Reading focus shared with home in reading records/learning organisers
 Classes read to daily
 Events to celebrate reading
 consistent approach to reading environment

Early Years Foundation Stage

Daily Phonics Sessions (RWI)
 Theme-based reading area including key words and phonic readers
 Key words and sounds in outdoor environment including reading shed
 Phonetically decodable books changed 1 x weekly
 +2 scheme books changed x 2 weekly

Key Stage 1

Daily Phonics Sessions taught systematically (RWI)
 Phonics Intervention support
 Phonetically decodable books changed 1 x weekly
 2 scheme books changed x weekly
 Year 2 Comprehension box activities

Key Stage 2

Paired Reading
 Reading Scheme including more challenging texts up to Year 6
 2 scheme books changed x weekly
 Comprehension Box related activities
 Phonics Intervention support where required

Parental Engagement

- Weekly reading focus and suggested questions in reading records
- All phonics sounds and high frequency words shared with parents
- Website links to weekly phonics sound shared
- Information sessions for parents delivered annually e.g. phonics, reading comprehension.
- All resources available on website
- Parent Guides provided on hearing children to read and how to feedback in reading records
- Recommended Reading lists available on website

OUTCOMES 22-23

- EYFS – GLD 73%
- Phonics Screening - 78%
- KS1 – 74% at ARE and 20% GD
- KS2 – 74% at ARE and 32% GD
- Whole School ARE 82%/ GD 23%

AFFECTIVE PROCESSES

- as a passion for reading
- Is motivated to explore a variety of texts, authors and styles
- Thinks positively about reading
- Relate their experiences to the texts

COGNITIVE PROCESSES

- Has the skills to make contextual links within and across texts
- Is skilful in adapting prosody according to text type / audience
- Can appropriately select and reason the reading skill being applied and the processes to

BEHAVIOURS

- Is aware of the broad reading material available to them
- Makes a conscious choice to read widely and frequently
- Enjoys sharing what they have read