

READING AT PALACE WOOD PRIMARY

Vision

At Palace Wood, reading is central to the children's understanding of the school curriculum and the world around them. It is a vital skill that will help children throughout their life. When children are shown a variety of texts they are provided with the opportunity to develop culturally, emotionally, intellectually, socially and spiritually outside of their own experiences.

Our reading provision aims to provide a rich curriculum that equips all pupils with the skills to read fluently and with understanding. It also provides the children with the opportunity to read a whole book and other types of texts, whilst also developing a love and appreciation of reading.

READ ALOUDS

A Read Aloud spine runs from Reception to Year 6 and includes narrative and poetry. The Read Aloud spine progresses through each year group and key stage.

Each year group has a box to store and display these books separately to the book area in the classroom. A sticker on the front distinguishes these books.

The Read Aloud texts do not need to be analysed (as texts are in Novel Study); they are for the pure enjoyment of listening to a story/poem. The teacher models expert reading behaviours when reading aloud with attention given to prosody and expression.

Children may borrow the text AFTER it has been read aloud to the class.

NOVEL STUDY

From year 2 (from term 3) through to year 6, children experience daily Novel Study lessons which focus on the teaching and learning of reading.

Novel Study lessons are 30-40mins per day.

The Novel Study lesson comprises of:

- Chapters are either summarised or analysed
- A blended reading approach (teacher reads; partners read; group reads and independent reading)
- Texts are shared one between two
- Key focussed questions are pre-planned by the teacher and responded to verbally and in the written form
- A learning summary is completed each week which includes vocabulary, key events, summary and other content domains. This is kept in a folder.

STORYTIME

Storytime is an important part of the curriculum as a whole. Storytime should be seen by the children as 'the best time of the school day' and is an experience the children get much joy from. This is heavily influenced by the teacher who carefully selects texts. The teacher can choose the most appropriate times of the day to read a story – beginning of the day, before/after playtime/lunchtime; end of the day etc.

EYFS and KS1 – aim for storytime up to 3 times a day.

KS2 – once a day (from the Read Aloud box which can be mixed with other quick reads)

A box of 'Our Favourite Books' is used to store books the children have enjoyed listening to.

BOOK CLUB

The purpose of Book Club is to share books, engage in book talk, make recommendations and instil a love of reading.

KS2 – Book Club occurs once a week. This can take the place of a storytime or Read Aloud session. The local library may be used to source books. Each class teacher has a card at the local library to use.

Texts in boxes and placed on tables in the classroom. Texts arranged in topics/themes and be shared in the classroom for the children to peruse. Chn can capture their ideas/thoughts on post-its, paper, etc to place in a Reading Journal for the class. Year groups can work in phases to share materials on a rotation each week.

KS1 – Books Club can occur more than once a week. Can include: visit the school library for 'Book Club'; children share their book recommendations with their class as part of a weekly House Recommendation.

PWPS' BOOKS TO READ BEFORE YOU'RE 11 $\frac{3}{4}$ (BOOK TREES)

The aim of this model is to promote a love of reading and provide texts which align with the children's interests whilst opening up their eyes to the vast range of genres and text types available. Texts chosen are deliberate and comprise of: novels, picture books, graphic novels, wordless books and non-fiction texts.

The quantity of each is appropriate to the year group. The books are indicated by a star sticker on the front cover and a PTS sticker on the inside cover. The texts are kept separate to the read aloud texts used for Novel Study/English lesson and the book area. They are housed on a free-standing reading tree in the corridor with a display space to show the children's book reviews of the texts.

At the end of each term, the class teacher selects a child from the class to celebrate as the 'reader of the term'. This is not linked to quantity of books read but a celebration of effort and enthusiasm. Each child chosen is given a book token for the school's book vending machine to enhance their reading journey.

BOOK IN A BAG

The Book in a Bag comprises of: a Roald Dahl tote bag with an age-appropriate picture book and a review sheet which can be found in every classroom.

The Book in a Bag is given to a child in the class every Friday to read the book, review it (star rating) and return by Thursday of the week after. Teachers work through the register (not necessarily in order) so every child has experienced the Book in the Bag by the end of the academic year.

It is up to the class teacher to promote the Book in a Bag.

BOOK CORNERS

Every classroom has a books corner/area. This book area is:

- Accessible to all the children in the class (it is not used as a working area for individual children)
- At pupil height so they can reach the books
- Inviting – cushions, rug, area to sit in the space or use it freely without visible restrictions
- Sorted correctly through the use of book stands and baskets/boxes
- Labelled – poetry, non-fiction, short reads, long reads, magazine, books about....., books written by....., books from last year....., books we have written, etc
- Use book stands to display the most recent read aloud or novel study you have read/studied and books linked to it

Books are carefully chosen and limited so as not to overwhelm the children with too much choice. Book areas are maintained (monitors) and updated. Children are encouraged to use the area in the school day.