



Reading

At Marish Academy Trust, we provide a stimulating and dynamic environment where children can interact with books, print, multimedia and spoken language. Our ultimate goal is for children to develop a love and thirst for literature, by enjoying books across a wide range of genres and contexts in the wider curriculum.

EYFS

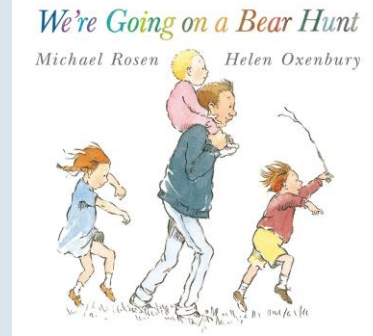


Phonics



In Nursery, children learn to listen to and identify different sounds through Phase One phonics. In Reception, children learn to segment and blend sounds using Lesley Clarke Synthetic Phonics Programme.

Sharing 'much loved' stories



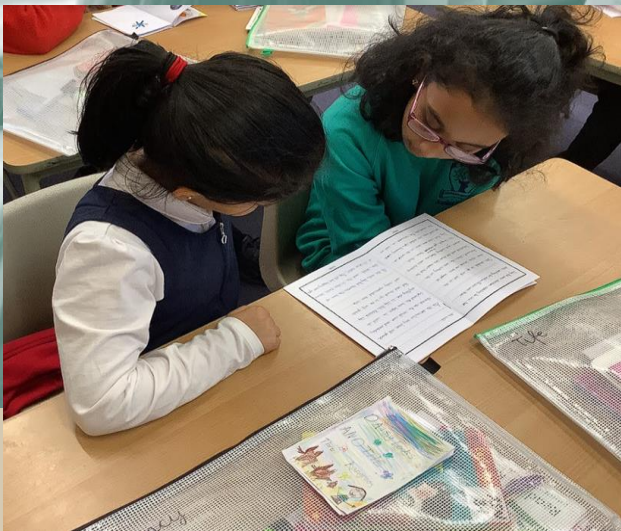
Story time takes place with the class teacher each day. Class teachers devote time to reading and sharing class stories with the children. This helps children to understand stories and develop a love for books.

Practising at home

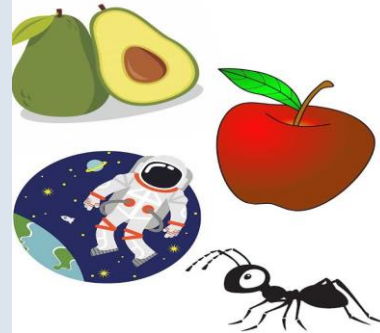


Each week children receive a book and poem linked to the sounds they are learning.

Key Stage 1

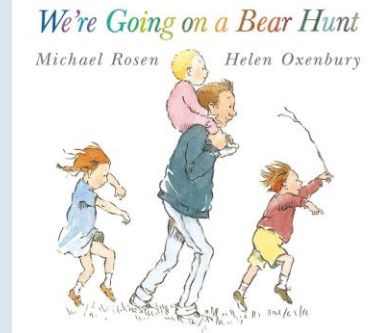


Phonics



Phonics continues to be taught in Year One and Year Two- for children who did not pass the check in Year One. During guided reading lessons, children apply their sounds when reading. In addition to this, children are taught to read fluently and improve their comprehension skills.

Sharing 'much loved' stories






Class teachers devote time to reading and sharing class stories with the children. The class teacher models reading everyday. It is important in helping develop a passion for reading which will stay with them throughout their lives.

Practising at home



Each week class teachers will send home books for the children to practise their reading at home. The books are a chance for them to read independently and apply their skills to their reading.

Key Stage 2

Developing Reading skills	Exploring quality texts	Wider reading	Practising at home
 <p>Comprehension</p>			
<p>In Guided Reading lessons, children are taught comprehension skills of: predicting, retrieval, inference and deduction.</p> <p>Children are given opportunities to think deeply about a range of texts; explore and analyse key details as well as discuss their thoughts, ideas and theories.</p>	<p>Due to the high quality texts children explored in Guided Reading, they are able to develop their skills as writers. By analysing how writers successfully construct their work, our children can have a better understanding of how to develop their own 'voice', extend their language and write with a clear purpose.</p>	<p>Opportunities to develop a deeper knowledge and commitment to learning is promoted across the curriculum. All subject enable children to read at length and deepen their understanding in areas that fascinate. The chance to engage in independent study projects enable learners to explore deeper, broader and allow pupils to unlock their passion for learning.</p>	<p>Class teachers will send home new reading books for the children to practise their reading at home.</p> <p>The books link directly to their reading age and therefore the readability level and the content is appropriate.</p>



RENAISSANCE



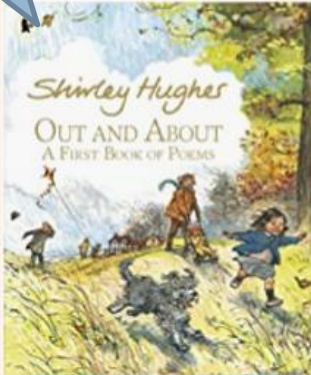
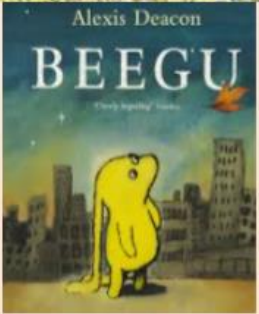


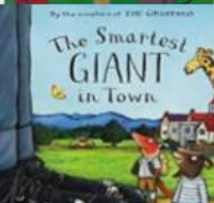
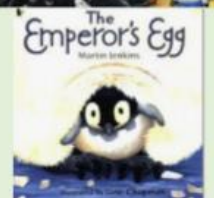




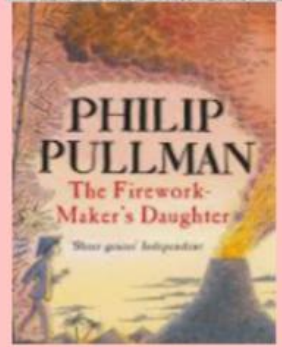



Accelerated Reader:

At Marish Academy Trust, reading is driven via high quality Guided Reading lessons and personalised reading programmes. This approach ensures all pupils receive the tools they need to be lifelong readers as well as afford them to opportunity to receive personalised provision that meets their needs.





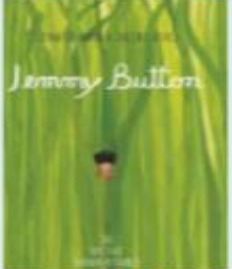

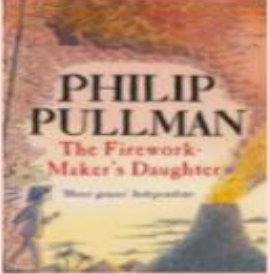

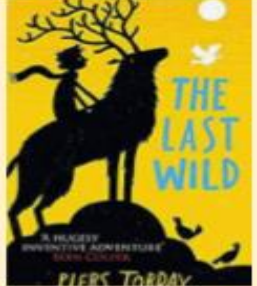
We use Accelerated Reader to monitor every student's reading, provide them with book recommendations and ensure that they are consistently reading at the right level. By logging onto Home Connect, parents may examine their child's most recent quiz results and book levels as well as follow their child's reading progress and comprehension on Accelerated Reader.

Autumn 1

Our reading journey ...

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 	   	  	 	 <p data-bbox="1684 791 1954 833">Little Freak film clip</p> 	

Autumn 2

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p>WHERE THE WILD THINGS ARE STORY AND PICTURES BY MAURICE SENDAK</p>  <p>PATTAN'S PUMPKIN An Autumn Fable Story</p>	 <p>The Puffin Book of Fantastic First Poems</p>  <p>THE TROLL</p>  <p>THE TROLL</p>  <p>DINOSAUR ROOPED CHRISTMAS!</p>	 <p>Jenny Bulten</p>  <p>Krindlekrax PHILIP RIDLEY</p>	 <p>PHILIP PULLMAN The Firework-Maker's Daughter</p>  <p>OLIVER AND THE SEAWIGS by PIPER PEREA Illustrated by SARA MONTGOMERY</p>	 <p>ÓNTALI Q. RAÚF THE STAR OUTSIDE MY WINDOW</p>	 <p>THE LAST WILD PIERS TORRAY</p>

Spring 1

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p>The Snail and the Whale</p>	 <p>THE DARK</p> <p>BY LEMONY SNICKET ILLUSTRATED BY JON KLASSEN</p>  <p>MAN ON THE MOON</p> <p>BY ELMON ERIC TROTT</p>	 <p>THE PEBBLE IN MY POCKET</p>  <p>UGLY</p> <p>BOY FRIEND OF THE PROVERB</p>	 <p>KATE DICAMILLO</p> <p>THE MIRACULOUS JOURNEY OF EDWARD TULANE</p>	<p>Highwayman</p>  <p>The Piano film clip</p>   <p>The Lady of Shalott</p>	 <p>Stay where you are and then Leave</p>



Spring 2

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p>RICHARD ADAMS THE ADVENTURERS CLUB OF EGG BOX DRAGON Illustrated by Alan Chaffin</p>	 <p>Bill Baker ONE DAY ON OUR BLUE PLANET IN THE SAVANNAH</p>	 <p>David Almond MOUSE BIRD SNAKE WOLF ILLUSTRATED BY Dave McKean BILL'S NEW FROCK ANNE FINE</p>	 <p>ONE PLASTIC BAG Sunita Casson and the Recycling Wizards of the Globe Hot Like Fire Valerie Bloom</p>	 <p>SKELLIG David Almond</p>	<p>Alma film clip</p>  <p>Mourning Dove clip</p>  <p>ROALD DAHL'S Tales of the Unexpected</p>

Summer 1

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p>CLAUDE in the City ALEX T. SMITH</p>	 <p><i>Lila and the Secret of Rain</i> David Conway & John Dobby</p>	 <p>PUGS OF THE FOOTHILLS by Philip Reeve and Simon Munnery</p>	 <p>Varjak Paw SF Said</p>	 <p>SHACKLETON'S JOURNEY William Gull BEING EYE BOOKS</p>	 <p>Wendee PJ Ravalis</p>

Summer 2

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p>The Princess & the White Bear King</p> <p>Sara Kate Rose Nicola Cook · Miranda Richardson</p>	 <p>THE DAY the CRAYONS QUIT</p> <p>OLIVER JEFFERS</p>  <p>ROALD DAHL</p> <p>THE TWITS</p> <p>Illustrated by Quentin Blake</p>	 <p>Ted Hughes</p> <p>the Iron man</p>	 <p>ONJALI Q. RAUF</p> <p>The Boy at the Back of the Class</p>	 <p>Berlie Doherty</p> <p>Street Child</p> <p>The story of Tom, her 11-year-old</p>	 <p>Wonder</p> <p>R.J. Palacio</p>

How to support your child's reading...

READING STRATEGIES

BEFORE, DURING, AND AFTER READING

BEFORE READING STRATEGIES

PREVIEW COVER	LOOK AT IMAGES	PREVIEW VOCABULARY
<ul style="list-style-type: none"> WHAT DOES THE TITLE SAY? LOOK AT PICTURE, WHAT IS HAPPENING? LET'S MAKE PREDICTIONS... 	<ul style="list-style-type: none"> WHAT DO YOU SEE? CAN YOU MAKE PREDICTIONS? WHAT DO YOU THINK THE BOOK/ PASSAGE IS ABOUT? 	<ul style="list-style-type: none"> DO YOU NOTICE ANY BOLD WORDS? ARE THERE ANY WORDS YOU DO NOT RECOGNIZE? ANY NEW WORDS?

DURING READING AND AFTER READING

CHARACTERS	SETTING	PROBLEM
<ul style="list-style-type: none"> WHO ARE THE MAIN CHARACTERS IN THE STORY? CAN YOU DESCRIBE THEIR TRAITS? 	<ul style="list-style-type: none"> WHERE DOES THE STORY MOSTLY TAKE PLACE? CAN YOU DESCRIBE THE STORY? 	<ul style="list-style-type: none"> WHAT PROBLEMS WAS CHARACTERS FACING IN STORY? HOW WOULD YOU FIX PROBLEM?
CONNECTIONS	VISUALIZE	QUESTIONS
<ul style="list-style-type: none"> DID YOU MAKE ANY CONNECTIONS WITH THE STORY? <p>TEXT TO TEXT, TEXT TO SELF, TEXT TO WORLD</p>	<ul style="list-style-type: none"> WHAT DID YOU PICTURE WHILE READING THE STORY? I CAN SEE... I VISUALIZE... 	<ul style="list-style-type: none"> WHAT IS THE AUTHOR TRYING TO SAY? WHAT IS THE MESSAGE IN THE STORY? WHAT DID I LEARN FROM THE STORY?

7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

1 Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

2 Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

3 Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

4 Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

5 Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

6 Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

7 Maintain the motivation to read



Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

Reading at Home

Purpose

To build fluency, comprehension, word-solving and a love for reading in a supportive, loving environment using text at an independent-level.

Guidelines

- ☑ Sit next to your child while s/he reads so you can see the words & illustrations.
- ☑ Expect it to be on the easy side.
- ☑ Make it your child's responsibility to return it school every single day. (Assist as needed ☺)

Parents, please make a point to...

support & Compliment

Word-Solving

When an error is made WAIT to give your child a chance to work on it independently. When you are certain they are going to keep going, stop them saying something like, "Try that again," or "Make it match."

Comprehension

Ask questions that invite recall AND thinking, such as, "Why do you think __ happened?" or "What do you think __ means?" Urge re-reading to build comprehension as needed.

Fluency

Model expressive reading & have your child echo read. Encourage just-right pacing (not too fast, not too slow). Demonstrate how to attend to the punctuation (pausing at the end of sentences, adding expression based on the punctuation mark).

word-solving

- ☺ You used the first letter & checked the picture!
- ☺ You tried more than one strategy on your own!
- ☺ Nice job trying a different vowel sound!
- ☺ Super work making your eyes go through the beginning, middle & end of that word!
- ☺ Lovely job sticking with it to work on solving!

comprehension

- ☺ You are self-monitoring & working on it when it does not make sense!
- ☺ Your expression is showing that you understand what you're reading.
- ☺ Wonderful job stopping to think about the text instead of reading to just get to the next page!
- ☺ You remember the details beautifully!

fluency

- ☺ You sounded just like the character would sound!
- ☺ I could hear you take a break after the punctuation marks!
- ☺ You are reading in phrases, not word-by-word!
- ☺ Your speed is just right! Not too fast or too slow!