



# Buxton Primary School



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Headteacher: Miss Deborah Leahy

Building Foundations Together  
for a Bright Future

## READING STATEMENT

At Buxton we have had a huge focus on developing children's reading skills – wanting to develop in each and every child a love of reading, as well as build on the skills through which other learning occurs.

### Data

Our 2016 data shows that our pupils in all key stages are at least in line with national expectations – and above by the end of Reception, and end of KS2. Indeed, 89.3% of pupils at the end of year 6 last summer (2016) attained expected standards in reading; nationally this figure was 66%. In KS1 Buxton pupils achieved 83.9% achieving expected standard or above. Any children that fall behind their peers or make less than '3 steps' of progress across the previous year are identified as 'target children'. They are then given interventions and identified in planning and teaching in order to give the opportunity to achieve better progress.

### Guided Reading

The teaching of reading occurs initially through phonics sessions to decode (see separate statement), and through sharing books in groups. Guided reading is taught in all classes and takes place outside 'literacy' lessons. The teacher and assistant/s work with groups developing reading skills, comprehension skills and strategies to extract meaning. When children are developing the skills of reading, each child works with an adult in guided reading at least twice a week. As their skills develop, they move on to work more independently, working with an adult at least once a week. Children are grouped for guided reading by ability. Additional support is given within these groups to those with IEPs.

The focus of these sessions is linked to the reading national curriculum and expectations. Changes to reflect the new national curriculum include a higher emphasis on areas such as authorial intent.

In KS2, guided reading has undergone some changes recently in order to ensure children are engaged, motivated and encouraged to become life-long readers and have a love of reading. With changes to the national curriculum, guided reading needed to undergo some changes in order to ensure all areas of the curriculum were being taught effectively. After exploring the opinions of children, reviewing the new national curriculum and reviewing observations of guided reading, we felt that the previous 'carousel' system didn't enable children to discuss texts in depth with adults that had a full understanding of the themes and conventions within the text. The carousel system also left children with tasks that didn't necessarily motivate them or ignite their passion for fiction. After the subject leader for literacy





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conducted research into ideas to improve, whole class reading was identified as a possible solution. A further benefit to this system is that less able readers access age appropriate texts – this stimulates their interest in and enthusiasm for reading.

Therefore, the six terms across the year have been organised into three half terms on non-fiction (following schemes for these such as Rigby Navigator / Rigby star), two half terms on whole class texts and one half term with a poetry focus.

The literacy coordinator organised resources and a plan of action and rolled these out to staff. The basis of the new system is 'Read with RIC' where the national curriculum objectives have been broken down into key learning areas. The planning is based on these, ensuring that each lesson has an objective focus. Lessons are now 1 hour, at least twice a week when teaching whole class texts. Activities in lessons are based on extending learning from the main teaching, teaching a breadth of study and ensuring tasks engage children and develop their understanding. The class text is read to the children and explored out of guided reading time as a 'class reader'. Therefore, all adults have a good understanding of the text and all children are able to access the learning, no matter their reading ability. A review of impact will be conducted after implementation.

## Reading experiences across the curriculum

The national curriculum changes state that children should have access to reading experiences including the reading aloud of whole books at a higher level of challenge than their own decoding ability. All children are read to throughout the school, with regular story time in KS1 and class novels in KS2. This is a vital part of developing children's love of books.

Our libraries are regularly topped up with current / popular fiction to engage the children in reading for fun.

Reading is also 'taught' within the literacy lesson and forms part of the children's literacy learning.

A whole school reading focus is implemented at regular intervals. Currently, this is 'reading celebrations' (children are awarded certificates for effort in reading and small prizes for sharing their favourite reads in assemblies), other events have been visits from story tellers/authors, visits to performances locally, children sharing reading between classes, reading buddies, parents sharing reading with children in school etc.





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In addition to the above, all children have a reading book (which is matched to their reading ability) which they can take home and share with parents. In EYFS and KS1, the children choose from a selection that the teacher has identified and they select a text based on their reading level ('book band'). In KS2, the children use the library (which also stocks 'book band' books for those still on the book band system) to choose a book relevant to their reading level. These are to enable the children to practise the skills taught at home, with parents or independently. These are changed as often as needed.

In KS1 (and for readers who require further support in KS2), the school follows the 'book band' system which means that each band colour of book contains a mix of reading scheme and 'real' books.

All children from reception to year 4 have a reading record book in which parents and staff can communicate about the reading of individual children. Children in Y5 and Y6 have a homework diary in which they record their individual reading – either independently or with an adult. In KS2 classes have individual reading record folders which the children complete when they have read a book. This means that teachers are able to track which children may need support to help with choosing books or interventions to develop a love of reading.

In KS1, classes have weekly reading sessions with parents. Parents are invited into school to share a book with their child. These sessions are very popular and enjoyed by both the children and their families.

## Phonics / decoding

Children in reception, year 1 and year 2 receive daily adult led phonics sessions. In other sessions, children are supported to practise their skills in a range of ways: displays of words / graphemes taught, independent reading, word prompt cards on tables and adult support when independent writing.

## Interventions

Reading and spelling ages are assessed across the school at the start of Autumn term and children are identified for setting personalised interventions. These interventions take many forms, some of which are phonics phase based for LKS2, sound discovery across all KS2 and reading comprehension based for some UKS2. 'Catch-up' reading or 'toe by toe' reading is also given to individual children to ensure they have opportunities to progress to reach expected levels for their age group.





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## Reading progression

### EYFS

- Phonics, daily small group adult led
- Guided reading, small group adult led at least twice a week
- Story time (adult reading to children) daily
- Reading books sent home matched to individual phonics phase
- Opportunities to practise skills through offered activities

### KS1

- Phonics, daily small group adult led
- Guided reading, small group adult led at least twice a week
- Guided reading independent activities weekly
- Story time (adult reading to children) daily
- Reading books sent home matched to individual phonics phase
- Children change reading books regularly
- Opportunities to practise skills through literacy lessons and foundation subjects
- Reading with volunteer adults to consolidate skills

### KS2

- Guided reading, whole class text, linked to . . . .
- Class higher level novel (adult reading to children) weekly
- Reading books sent home
- Children independently change reading books regularly
- Interventions for children who require further reading support (Catch up readers, sound discovery)
- Opportunities to practise skills through literacy lessons and foundation subjects
- Reading with volunteer adults to consolidate skills (LKS2)

