



## Reading at Monkston Primary School

**We believe that reading underpins the entire curriculum and have developed a whole-school approach to ensure this is at the heart of everything we do.**

Phonics is taught daily throughout Foundation Stage and KS1. Using ideas and resources based on the highly successful 'Read Write Inc.' phonics scheme, staff equip pupils with the phoneme and grapheme knowledge from our complex language to enable them to decode and develop fluency and go beyond this to become accomplished readers.

Beyond Phonics, daily guided reading lessons are structured to allow all pupils to become fluent readers who can confidently discuss a range of high-quality narrative and non-fiction texts.

More importantly, our pupils develop their own tastes in literature and become lifelong readers.

Every day at Monkston ends with teachers, from EYFS to year 6, reading a book with their class. Leaders carefully select texts that cover a range of themes and authors, but more crucially, we choose books that inspire, excite and promote a love for reading!

## **Phonics & Early Reading**

At our school, we are dedicated to fostering a love of reading from an early age through a structured and engaging phonics programme: *Read, Write Inc.* Our dedicated Phonics and Early Reading Lead oversees the implementation and quality of our early reading strategies. Daily phonics lessons are conducted, ensuring that all children receive explicit instruction in sound recognition and blending skills, complemented by a protected story time that enriches children's vocabulary and comprehension.

To maintain high standards, our Early Reading Lead conducts regular learning walks and provides ongoing training for staff. Assessment is a critical component of our programme, with evaluations taking place every six weeks. We are focused on maximising the impact of our most experienced teachers, ensuring that those who need it receive targeted support.

Protecting daily story time is paramount; we provide a carefully curated selection of books that reflect diverse interests while allowing teachers the freedom to explore specific themes linked to the curriculum. These topics often utilise tried and tested literature from the wealth of experience held by our staff.

Our approach includes a 30-minute grouped phonics lesson each day. Children requiring additional support receive focused interventions in the afternoon, allowing 15-20 minutes of specialised support. In year 2 and during the summer term of year 1, there is a daily guided reading session.

Book bags are meticulously aligned with the phonics curriculum, ensuring that children are reading texts that reinforce the sounds they have learnt. We encourage expectations for children to read each book at least twice a week at home, and in phonics lessons, they revisit the same book at least three times, with an emphasis on building fluency.

## Beyond Phonics – Year 2 Onwards

Phonics does not stop once pupils have completed their structured programme. Pupils will continue to develop their phonic knowledge, decoding skills and reading fluency in daily reading sessions, as well as in spelling and writing lessons. For pupils to truly love reading, they need the skills that allow them to immerse themselves in a range of literature. Therefore, our structure for teaching reading has a strong focus on fluency in years 2 and 3 in order to encourage our pupils to read with automaticity.

To ensure pupils are ready to engage in longer texts, pupils in the autumn term of year 2 will engage in a hybrid programme of phonics, fluency and extended reading. This aims to ensure that pupils' phonic knowledge is regularly revisited and consolidated to better prepare pupils to engage in longer texts.

The typical weekly year 2 timetable is shown below:

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
<b>Autumn term</b>	Speed sounds Green words Red words First read Teacher read	Speed sounds Speedy words Teacher read Echo read	Third read and partner read	Star read
<b>Spring term</b>	Speed sounds, green words and red words  Extended reading: first read, teacher read and echo read	Extended reading: teacher read and partner read	Fluency Factory	Fluency Factory

In key stage 2, pupils reinforce their Phonics knowledge with frequent fluency practice and phonics intervention where necessary. *The Reading Framework* (Department for Education, 2023) recognises the importance of fluency: “Because the reader has gained accuracy and automaticity in word reading, the brain’s resources are available to focus on lifting the meaning from the page: connecting the words and sentences, and making connections across the text.”

Using a selection of carefully chosen texts (a mixture of fiction, non-fiction and poetry), pupils engage in rich discussions around vocabulary, authorial intent and writing style, while practising fluency, consolidating their knowledge of phonics and experiencing the wonders of the English language. Below is an exemplar timetable providing an overview of how reading lessons are structured at Monkston. This timetable may vary depending on the needs of individual classes.

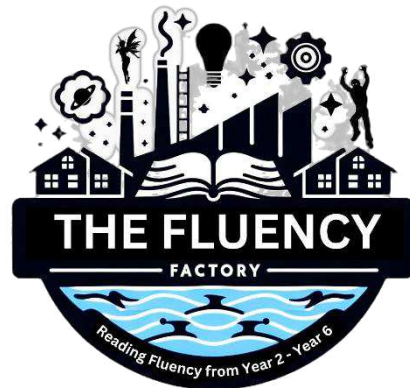
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Year 3</b>	Fluency practice	Extended reading	Fluency practice	Extended reading	Close reading
<b>Year 4</b>	Fluency practice	Extended reading	Fluency practice	Extended reading	Close reading
<b>Year 5</b>	Fluency practice	Close reading	Extended reading	Close reading	Extended reading
<b>Year 6</b>	Extended reading	Close reading	Extended reading	Close reading	Extended reading

<b>Fluency Practice</b>	<b>Extended Reading</b>	<b>Close Reading</b>
Practising the skill of reading with pace, prosody and automaticity. This is deliberate practice modelled by the teacher.	This is teacher led reading and discussion based on an engaging longer text. Children are listening and following, stopping to discuss vocab, ask and answer questions. The amount of independence will vary based on pupils’ reading ability.	This involves looking in detail at a particular aspect of a text e.g. vocabulary, how a writer builds tension, use of dialogue etc. There may be some written questions, but mainly comprises oral discussion.

## Fluency

**Providing a consistent structure for teaching reading fluency, via explicitly modelled decoding and repeated reading, we strive for all our pupils to become confident, fluent readers by the time they leave us in year 6.**

*Fluent decoding allows us to understand what we read. Because the reader has gained accuracy and automaticity in word reading, the brain's resources are available to focus on lifting the meaning from the page: connecting the words and sentences, and making connections across the text. (The Reading Framework, Department for Education, July 2023)*



From spring in year 2 onwards, we use resources provided by The Fluency Factory to teach reading fluency. Lessons have a consistent format and work on a cycle of fiction, non-fiction and poetry extracts. The extracts are pitched at age-appropriate levels and become progressively more challenging. They range from archaic texts to modern novels, ensuring our pupils are exposed to a wide range of texts throughout their primary journey.

*As pupils become more fluent readers, the number of explicit fluency lessons decreases and pupils spend more time engaging with texts through extended and close reading lessons.*

## **Extended Reading**

Extended reading allows pupils to explore the written English language. Pupils are given the chance to be immersed in texts, usually a novel or longer text, while their comprehension is guided and supported by their teachers. As pupils' fluency improves, they are afforded the opportunity to engage with texts on a more independent level. In our internet age of instant gratification, pupils are reading fewer and fewer books, so extended reading ensures that they are exposed to myriad high-quality children's texts. Leaders have carefully chosen specific texts to fulfil several criteria: to foster a love of reading; the age-appropriateness of texts; to provide a mixture of modern and classic tales; and to reflect the diverse make-up of Monkston Primary School.

## **Close Reading**

Close Reading facilitates a deeper exploration of texts, engaging pupils in thoughtful analysis. The objective is to encourage students to discover the ways in which authors utilise language and to reflect upon the impact this language has on pupils as readers. Through collaborative discussions about selected texts, pupils not only enhance their comprehension skills but also develop insights into their identities as readers. They learn to appreciate that texts can be interpreted variably—some interpretations may be universally shared, while others may be uniquely personal—and that these differing viewpoints merit exploration.

Typically, the Close Reading approach involves pupils examining a specific passage or a select few pages, often focusing on particular patterns of language use. While written responses may be incorporated, most lessons will be discussion-based, fostering an environment where students can articulate their interpretations and observations effectively.

## Books used for Extended and Close Reading at Monkston Primary School

Classes may not read every book listed below, but should read at least one fiction, one classic book and one non-fiction text per year.

<b>Year Group</b>	<b>Fiction</b>	<b>Non-fiction</b>
<b>Year 2</b>	<p><i>Jack and the Beanstalk</i>  <i>Into the Forest</i> by Anthony Browne  <i>Dougal's Deep Sea Diary</i> by Simon Bartram  <i>One Plastic Bag</i> by Isatou Ceesay  <i>Puffin First Book of Poems</i>  <i>Perfectly Peculiar Pets</i> by Elli Woolard  <i>Wigglesbottom Primary: The Magic Hamster</i> by Pamela Buchart  <i>Wigglesbottom Primary: Break Time Bunnies</i> by Pamela Buchart  <i>The Hodgeheg</i> by Dick King-Smith  <i>Poems Aloud</i> by Joseph Coelho</p>	<p><i>Terrific Trees</i> by Sarah Rice  <i>Herbivores</i> by James Benefield  <i>Dashing Dragonflies</i> by Megan Cooley Peterson  <i>Amazing Ants</i> by Megan Cooley Peterson  <i>Brilliant Beetles</i> by Melissa Higgins  <i>The Big Book of Bugs</i> by Yuval Zommer  <i>Little People Big Dreams: Evonne Goolagong</i> by Maria Isabel Sanchez Vegara</p>
<b>Year 3</b>	<p><i>The Firework Maker's Daughter</i> by Philip Pullman  <i>The Wild Robot</i> by Peter Brown  <i>How to Train Your Dragon</i> by Cressida Cowell  <i>The Iron Man</i> by Ted Hughes (Classic fiction)</p>	<p><i>Malala's Magic Pencil</i> by Malala Yousafzai  <i>Nano</i> by Dr Jess Wade</p>
<b>Year 4</b>	<p><i>Running on the Roof of the World</i> by Jess Butterworth  <i>The Invention of Hugo Cabret</i> by Brian Selznick  <i>The Explorer</i> by Katherine Rundell  <i>The Miraculous Journey of Edward Tulane</i> by Kate DiCamillo  <i>The Wind in the Willows</i> by Kenneth Graham (Classic fiction)  <i>Varjak Paw</i> by S.F. Said</p>	<p><i>A Visitor's Guide to Ancient Greece</i> by Lesley Sims  <i>Fantastic Footballers</i> by Jean-Michel Billioud</p>

<b>Year 5</b>	<i>Street Child</i> by Berlie Doherty <i>Kensuke's Kingdom</i> by Michael Morpurgo <i>The Last Bear</i> by Hannah Gold <i>The Secret Garden</i> by Francis Hodgson Burnett <i>Kick</i> by Mitch Johnson	<i>Shackleton's Journey</i> by William Grill
<b>Year 6</b>	<i>Alex Rider: Stormbreaker</i> by Anthony Horowitz <i>Holes</i> by Louis Sachar <i>Skellig</i> by David Almond <i>Nevermoor</i> by Jessica Townsend <i>The Final Year</i> by Matt Goodfellow <i>Goodnight Mister Tom</i> by Michelle Magorian (Classic fiction)	<i>You Are Awesome</i> by Matthew Syed

### What other reading opportunities are there at Monkston?

- Pupils visit our beautiful, well-stocked library at least once a week;
- Parents are encouraged to attend one of our monthly reading drop-ins;
- We encourage pupils to donate books to their class as a 'birthday gift';
- Reading challenges and recommended reads by teachers;
- Library initiatives such as mystery books and bookmarks to indicate teachers' favourite reads.

