



# READING at Overchurch Infant School



## Reading Environment

- \*The environment is flooded with books for children to explore freely alongside a variety of carefully chosen books to match phonic ability
- \*Cosy and appealing reading areas in every classroom
- \*Reading timelines in corridors enable children to make links to texts read during the year

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## Phonics

- \*Provision is consistent across EYFS and Key Stage One
- \*Home readers are carefully chosen to phonic ability
- \*Accurate Benchmark assessments
- \*Discrete Phonics systematically delivered daily by well trained staff
- \*Small group support for identified children



## Speaking & Listening

- \*Drama forms an important part of the writing sequence
- \*Children are given regular opportunities to participate in performance poetry sessions
- \*Role play and hot seating are used to develop inference skills in reading
- \*Green screen is used to develop presentation skills



## Reading Fluency

- \*Daily Read Aloud time to model fluency and prosody
- \*Those requiring intervention (lowest 20%) identified & supported
- \*Targeted guided reading sessions for higher attaining readers
- \*Direct instruction of comprehension strategies



## High Quality Texts

- \*Reading units are supported by high quality texts and carefully mapped out to engage and inspire
- \*Children take writers hints from a range of texts enabling them to draw upon their reading when they write
- \*Reading for Pleasure maps detail the texts children will experience during their time at Overchurch
- \*Where possible cross curricular reading opportunities are seized



## Vocabulary

- \*Vocabulary both discretely taught and incidentally discussed
- \*Vocabulary permeates all subjects and celebrated in classrooms with 'Wonderful World of Words'
- \*Pupils are encouraged to use ambitious vocabulary (tier 2 & 3)
- \*Subject specific vocabulary mapped out for each subject and included on knowledge organisers



## Read Aloud

- \*All children hear high quality books read aloud daily
- \*Poetry and Non-Fiction given equal importance to Narrative
- \*Read Aloud sessions allow children to hear the enthusiasm and prosody of experienced reader (teacher)
- \*Carefully chosen books awaken children to vast array of vocabulary, characters, contexts and plots beyond their own reading



## Reading Culture

- \*Reading Stars & certificates for home reading celebrated with parents and carers
- \*Volunteers act as an 'Ear to Hear'
- \*Regular access to School library
- \*Local library & bookshop links
- \*Early reading and phonics workshops support parents to be partners in their child's development
- \*Book club supports infrequent home readers