



## **How we listen to children read at Pye Bank**



At Pye Bank we believe that **all** children, other than those who are cognitively unable, will leave Pye Bank working at or above age related expectations. In order to ensure this, we take the following approach to listening to children read.

### **How we listen to children read in Early Reading**

In Foundation Stage and Year 1, we use Rising Stars Rocket Phonics reading books. Reading lessons take place daily and books used within these sessions are precisely matched to the children's phonics stage. These books, which are used for whole class reading sessions and home reading are fully decodable. By reading fully decodable books, children have the opportunity to practise their early reading skills so that they become confident and independent readers by the end of Key Stage 1.

Shared reading, which involves looking at a book as a whole class and children having individual copies of the same text, is used to teach reading for children in Year 1 and the Autumn Term in Year 2. These sessions take place in children's phonics groups as the book which will be studied will be at a phonetically decodable level accessible to children. By remaining as a large group for shared reading, it exposes all children to all teaching and enables the teacher to have a good overview of attainment and teaching. The teacher, over the course of three days with a fourth day for further consolidation and revisiting of a previously read book, guides the children through the book using a combination of reading strategies which include paired reading and modelled reading. Each reading practice session has a clear focus so the demands of the session do not overload the children's working memory. Children take their fully decodable book, which has been used in the shared reading sessions, home to further practice skills learnt in school.

### **How we listen to children read in Year 2-6**

Each child (other than phonics learners – see below) is heard reading aloud weekly during Book Study and Cracking Comprehension lessons and this is identified explicitly on teacher's planning. In Reading Zone lessons and Cracking Comprehension sessions, during the Introduce section, children listen to an adult read the text and appropriate reading behaviours are modelled during this section. Children then have the opportunity to practise their decoding skills by reading aloud and the teacher checks in on reading fluency and accuracy with identified children for that lesson.

### **How we listen to children read who are phonics learners in Years 2-6**

Any child receiving direct instruction in phonics and not yet an independent reader is allocated a reading stage which is appropriate to their phonic knowledge. These children read books that they use in their Early Reading sessions that are precisely matched to their phonics stage. This helps the children to make accelerated progress as the books reinforce the Phonics the child is being taught. These children will be heard reading aloud at least three times weekly during a 1:1 reading session with a reading volunteer or the class TA. This is in addition to an adult hearing each child reading aloud in class, during Reading Zone and Cracking Comprehension lessons. This is then recorded in the children's logs to ensure all children reach their reading potential.

### **Communicating with parents**

All children have a communication reading log that goes home to parents. This is filled in weekly when a child is heard reading aloud. The teacher will take the statements which apply to that child and initial it which helps adults at support children with their reading.

#### **How we listen to children read across the curriculum**

As reading is at the centre of our curriculum, opportunities are provided and planned for across the curriculum which allow children to have the opportunity to practise their decoding skills and apply their phonics learning. In Geography and History, children have access to carefully chosen books and high quality texts in 'Topic Boxes' which teachers use in their delivery of the wider curriculum, linking them to the school's reading superheroes which align with the reading content domains from the National Curriculum.

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