



Craigdhu Primary School



Reading



Reading at Craighdu

At Craighdu we have developed a strategy for teaching guided reading. This incorporates our phonics programme, spelling programme, banded texts for reading (Big Cats), class novels and reciprocal teaching. In addition, we have a range of resources to support learners who have barriers to learning; including dyslexia friendly texts, scan translators and overlays for reading. This ensures there is a consistent approach to teaching word attack skills, fluency, vocabulary, comprehension and analysis.

Ben Bear's Reading Tools

Strategies to support children's early reading development are used from the beginning of P1. Children are introduced to Ben Bear's 'reading tools,' in a schoolbag (see below) and they are intended to build children's confidence in decoding texts. Each 'reading tool' is taught and children are encouraged to identify and use the most suitable to help them read unfamiliar words. These tools are in use to help children until the end of P3. You can use these strategies to help your child as you read with them at home.



Reading Toolbox

Reading strategies continue to be consolidated in P4-7 where they are represented as tools in a toolbox. All children are encouraged to refer to these tools to support their continuing development as independent readers.

Reading Progression

Initially, focus is on developing strong phonetic strategies to allow children to use their knowledge of sounds, letters and patterns to read words. In addition, sight vocabulary is taught. This is a set of words that a child can immediately recognise without using decoding strategies. Once children are secure with all initial sounds and have a good grasp of blending 3 letter words they will begin to start reading books which contain written text.

As children become more confident with decoding a text they will use their knowledge of punctuation and grammar to read with increasing expression and fluency. The focus then moves towards developing their understanding and comprehension of different genres. Children will have frequent opportunities to read aloud, work in groups and independently; exploring vocabulary, grammar and content.

As children's reading progresses, there will be a greater emphasis on the development of Higher Order Thinking Skills including clarifying, analysing, summarising, questioning and predicting. Pupils are also encouraged to consider the purpose and audience.

Reading Programme

Big Cats

In Craigdhu Primary we use Collin's Big Cat books as our main reading programme. We have phonic for letters and sound books as well as guided readers at each stage. These books provide a wide range of different types of text in different media. As they progress in their learning, children and young people will encounter texts of increasing complexity in terms of length, structure, vocabulary, ideas and concepts.

Author Study/ Novel Study

In P1 & P2 pupils will participate in author studies. Teachers will use a range of texts by a particular author to develop pupils' comprehension skills. Class libraries will be changed regularly, focusing on the chosen author. From P3-P7 pupils will participate in a variety of novel studies. These are text rich novels, led by the teacher, to explore authors writing techniques, widen vocabulary, provide opportunities for class discussion and further develop HOTS comprehension skills.

Reciprocal Teaching (RT)

Pupils are first introduced to the 4 skills (clarifying, summarising, predicting and questioning) of RT in P4. Teachers lead whole class reading session exploring a broad range of texts and will focus on modelling and developing pupils' skill using the 4 strategies. Through P5 & P6 teacher modelling and support will gradually be reduced allowing pupils to confidently run and manage their own RT session by P7.

Reading for Pleasure

Pupils are given daily opportunities to read for pleasure. They are encouraged to bring their own text from home or pick one from the class library. Self-selection of books is important as children are more likely to enjoy and complete a book if they have chosen it themselves.

How can you support your child at home?

- **Read together:** Pick a time to read together so reading becomes part of your child's daily life and something you enjoy together.
- **Visit the local library:** Help your child pick a book from a wide selection at the local library.
- **Be a reading role model:** Talk to your child about the kinds of books you like to read and show your child you taking opportunities to read for pleasure.
- **Encourage variety:** Let your child choose what they want to read, regardless of whether it's a novel, graphic novel or magazine- personal choice is an important feature of reading for pleasure.
- **Embrace technology:** e-readers like Kindles can be an excellent way to access texts.

Useful Websites

- **Sumdog-** https://www.sumdog.com/user/sign_in

All pupils have a login to Sumdog, this is a useful website as it tailors questions to support and challenge at an appropriate level.

- **Teach Your Monster to Read-** <https://www.teachyourmonster.org/>
- **Topmarks-** <https://www.topmarks.co.uk/english-games/7-11-years/reading>
- **BBC Bitesize-** <https://www.bbc.co.uk/bitesize/subjects/z8rdtfr>

Video explanations

There are a number of videos available on the school website and seesaw demonstrating approaches to support your child. These can be found at <https://www.craigdhu.e-dunbarton.sch.uk/parents-info/supporting-learning-at-craigdhu/>

Literacy Dictionary

We have created a literacy dictionary to define commonly used terms at Craigdhu. This can be found on seesaw and on the school website at <https://www.craigdhu.e-dunbarton.sch.uk/parents-info/supporting-learning-at-craigdhu/>

A more comprehensive list of grammar and literacy terms and their definitions can be accessed via: <https://home.oxfordowl.co.uk/at-school/education-glossary/grammar-literacy-glossary-a-c/>