

Reading and Phonics at Drayton Park School

At Drayton Park, we have developed our own whole class reading programme called 'Book Club'. In years 2 - 6, the children engage in whole class reading sessions every day. In EYFS and year 1, the children partake in daily phonics sessions linked to the read, write inc. scheme of work. Children in year 2 & 3, who have not yet finished the Read Write Inc programme, continue to follow this as a daily targeted intervention. We use the Read Write Inc portal to support the effective training and teaching of phonics.



Book Club

In years 2 - 6, each class follows a weekly cycle focussing on one reading domain each week. The weekly book cycle incorporates the following areas (for more detail about the structure, see 'Book Club Weekly Cycle'):

Teacher and children reading aloud:

We believe that when teachers read aloud, this helps motivate the children and enhances their enjoyment of a text. It also gives a good model for children when they are reading aloud themselves, demonstrating correct pronunciation and expression, highlighting how to use punctuation correctly to add emphasis. It is good for children to practise this by reading aloud to their peers whilst simultaneously improving their confidence.

Teacher modelling / shared answers:

Teachers model how to answer questions linked to the reading domains. This improves the children's confidence when answering comprehension questions, giving them a structure to follow when answering questions independently. Teachers share answer questions together with the children to support this process.

Peer work:

Children answer questions in pairs, thus supporting and challenging each other to come up with the best possible answer to a question.

Independent work:

Once confident with using a domain, children answer questions independently.

Marking and assessing:

With the support of the teacher, children mark their own answers using their blue pen. They correct incorrect answers and then re-write them. We believe this creates autonomous and independent learners who are much more likely to learn from their mistakes and therefore embed knowledge much more deeply.

Gap filling:

Once weekly, teachers look at the answers given by children, making notes about gaps in children's learning. They then spend fifteen minutes filling the gap(s) either with the whole class, with a group or 1:1. Children who do not have a gap in their learning, do a task independently.

Reflection:

Once weekly, children write an extended reflection, reflecting on their learning from the week. This reflection should be detailed and should link to the domain, their successes and what challenged them.

Get lost in a book:

Once weekly, the children are given thirty minutes of uninterrupted reading time where they can read for pleasure. During this time, they can read whatever books they like, including bringing books from home. The class teacher will also spend some time reading a book of their choice.

Phonics

Phonics is taught using Ruth Miskin's Read, Write Inc. Phonics programme. Here is a link to a fantastic site which explains to parents more about the programme of study: <https://www.ruthmiskin.com/en/find-out-more/parents/>

Book Club Weekly Cycle @ Drayton Park

Monday - Introduce the domain to be used for the week.	Tuesday
<ul style="list-style-type: none"> ● Read the text with the children (1 - 3 pages), choosing children to read aloud to the rest of the class. Ask questions and create a discussion to elicit understanding. ● Teacher model / share answering a question together. ● The children answer 2 or 3 questions in pairs and both write the answer to the question in their books. ● Mark the question with the children – children use their blue pens to make their answers better. 	<ul style="list-style-type: none"> ● Continue with the same domain and the same text, moving onto the next 1-3 pages and choosing children to read aloud to the rest of the class. Ask questions and create a discussion to elicit understanding. ● Teacher model / share answering a question together. ● Each child answers 2 or 3 questions independently in their books. ● Mark the question with the children – children use their blue pens to make their answers better.
Wednesday	Thursday
<ul style="list-style-type: none"> ● Continue with the same domain and the same text, moving onto the next 1-3 pages and choosing children to read aloud to the rest of the class. Ask questions and create a discussion to elicit understanding. ● Teacher model / share answering a question together. ● Each child answers 2 or 3 questions independently in their books. ● Mark the question with the children – children use their blue pens to make their answers better. 	<ul style="list-style-type: none"> ● Before the lesson, look at the children's work, recording strengths and gaps onto a filling the gaps recording sheet. Decide which children need gap(s) filled (those children who are struggling with the domain). ● First fifteen minutes: Fill the gap with the specified children. For those children who are not filling the gap, set them a task which they can do independently. ● Last ten minutes: Children reflect on their learning for the whole week. This reflection should be detailed and should link to the domain, their successes and what challenged them.
Friday - Reading for pleasure: 'Getting lost in books'. Ask children to bring in books from home they want to read.	