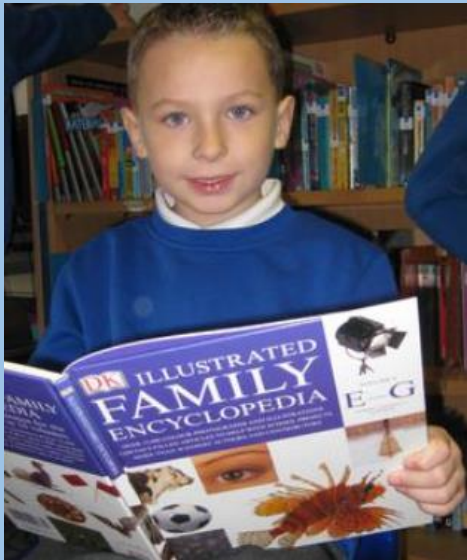


A selection of reading snaps...





Small School. Big Hearts. Big Ambitions

English Statements

I pray that your love for each other will overflow more and more, and that you will keep on growing in knowledge and understanding. Philippians 1:9

Reading Curriculum

Intent

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” – Dr. Seuss

At Dry Drayton we value reading as a key life skill. We are dedicated to enabling our pupils to become lifelong readers who have developed a passion for reading. We believe reading is key for academic success across the curriculum; if pupils learn to read, they can read to learn. We are also committed to the notion that it provides an important contribution to well-being as it enables pupils to immerse themselves in books. Additionally, we believe readers to be critical thinkers, again, a fundamental skill with which we aim to equip our pupils.

Implementation

Our reading curriculum is delivered through the following:

- Systematic synthetic teaching of phonics
- Reading opportunities planned across the curriculum
- Accelerated Reader
- Guided and whole class reading lessons
- Purposeful, planned teaching of key vocabulary
- Assessed against national curriculum statements on target tracker
- Library well stocked with a broad range of exciting and diverse books
- First news
- Science magazine
- 100 must reads
- Mystery reader
- Reading dog
- Dedicated daily story time
- Celebration days such as World Book Day

We provide children with a literacy-rich environment, high quality texts and inspiring learning opportunities, which will enable them to:

- Gain a life-long enjoyment of reading and books
- Read accurately, fluently and with understanding
- Apply a knowledge of structured synthetic phonics in order to decode unfamiliar words with increasing accuracy and speed
- To read with expression, clarity and confidence
- Develop a good linguistic knowledge of vocabulary and grammar
- Read and respond to a wide range of different types of texts
- Develop a deeper level of emotional intelligence and empathy
- Read fluently, and with confidence, in any subject in their forthcoming secondary education

- Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).

- Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).



<https://www.renaissance.com/2016/09/09/parents-guide-renaissance-accelerated-reader-360/>

<https://www.arbookfind.co.uk/default.aspx>

[Accelerated Reader](#) is a computer program that helps teachers and librarians manage and monitor children's independent reading practice. Your child picks a book at his own level and reads it at his own pace. When finished, your child takes a short quiz on the computer. (Passing the quiz is an indication that your child understood what was read.) Accelerated Reader gives children, teachers, and librarians feedback based on the quiz results, which the teacher then uses to help your child set goals and direct ongoing reading practice.

Children using Accelerated Reader choose their own books to read, rather than having one assigned to them. This makes reading a much more enjoyable experience as they can choose books that are interesting to them.

Teachers and librarians help your child choose books at an appropriate readability level that are challenging without being frustrating, ensuring that your child can pass the quiz and experience success.

On the website...



Dry Drayton Church of England (C) Primary School

Before they read to you:

- Ask them who is the author? Is there an illustrator too?
- Is the book fiction or non-fiction? How do they know?
- Suggest they read you the blurb on the back.
- Ask them why they chose the book?

As they read:

- Suggest they use their phonics to help them decode (sound out) a word they are stuck on. If you are not sure, simply read the word for them.
- If it isn't decodable, suggest it may be a 'tricky word' and help them read it, or tell them if needed.
- Help them to pay attention to punctuation as they read. A pause for a comma, a slightly longer pause for a full stop.
- Draw their attention to punctuation marks such as question marks, exclamation marks and speech marks.
- From time to time, help them re-read a sentence or two whilst really focussing on reading with prosody (rhythm, stress and intonation).
- Ask them what some of the trickier vocabulary means. If they are not sure, either tell them or maybe use a dictionary to show them how to check.
- Ask them about what a character might be feeling at a given time and ask them how they know that (eg by the way they walk, so you infer their feelings)
- Ask them to make a prediction about what might happen next.
- Ask them if they would recommend the book who they might they recommend it to.

Reading expectations:

Please read with/encourage your child to read to themselves at least 5x a week.

Please record/ask your child to record their reading.

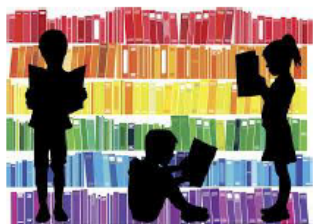
- Reception and KS1 reading diary
- KS2 reading bookmarks

House points awarded for regular reading.

Children have a reading book at their AR level.

They can also choose a reading for pleasure book from the library to bring home and share.

- Read yourself! It doesn't matter what it is – pick up a newspaper or magazine, take a look at a cookery book, read a computer manual, enjoy some poetry or dive into a romance or detective novel. And get your children to join in – if you're cooking, could they read the recipe? If you're watching TV, can they read out the listings?
- Give books as presents. And encourage your children and their friends to swap books with each other – it'll give them a chance to read new stories, and get them all talking about what they're reading.
- Visit the local library together. It's always fun choosing new books to read, and keep an eye out for special author events at the library or local bookshops – children love meeting their favourite authors. Jacqueline Wilson and Anthony Horowitz always have signing queues that are miles long!
- Encourage children to carry a book at all times. That way, they'll never be bored (this is something you can do, too!)
- Have a family bookshelf. If you can, have bookshelves in your children's bedrooms, too.
- Keep reading together. Just because your children are older, it doesn't mean you have to stop sharing stories – perhaps you could try the Harry Potter series or *A Series of Unfortunate Events*.
- Don't panic if your child reads the same book over and over again. Let's be honest - we've all done it!



Books to Read before You Leave School



DRY DRAYTON



READING CHALLENGE

Name

Progress Awards

	Bronze - 25 Books Read
	Silver - 50 Books Read
	Gold - 75 Books Read
	0-5 Years Books Complete
	6-8 Years Books Complete
	9-11 Years Books Complete
	Wider Reading
	LIST COMPLETE

MYSTERY READERS



*a meaningful and
high-interest parent
volunteer activity*

Writing Curriculum

Intent

At Dry Drayton we view writing as a fundamental part of the curriculum. We aim to produce pupils who see themselves as writers and are able to use their skills in all aspects of writing across the curriculum. We promote the consistent use of accurate subject specific terminology in this writing. Our intention is that children are able to express themselves clearly and creatively through the written word and that they develop a love of writing. We want our pupils to be confident in their use of SPAG and to have the skills required to re-read and edit their work. We set high expectations in terms of presentation and encourage pupils to take pride in their work. We teach them to aspire to write in neat, joined cursive handwriting.

Implementation

In addition to using the three phases of 'Immersion, Imitation and Innovation' in the planning of writing, children will have other opportunities to write through:

- Writing club/newsletter
- Writing competitions
- Planned opportunities for writing across the curriculum
- Handwriting awards
- Half termly extended independent writing opportunities

Reading helps develop writing.

Talk helps develop writing.

Shopping lists

Birthday / Christmas lists

invitations

Stories

Information posters

Writing journals

Write notes to each other

Ask family members to write letters

Fancy pens and pencils

*Different things to write on...paper,
card, whiteboard*

*Don't overly correct spelling
(unless it's spelling homework!).*

Encourage your child to enjoy the process.

Encourage correct letter formation.

*Encourage correct joining (introduced in
year 2 in school).*

