

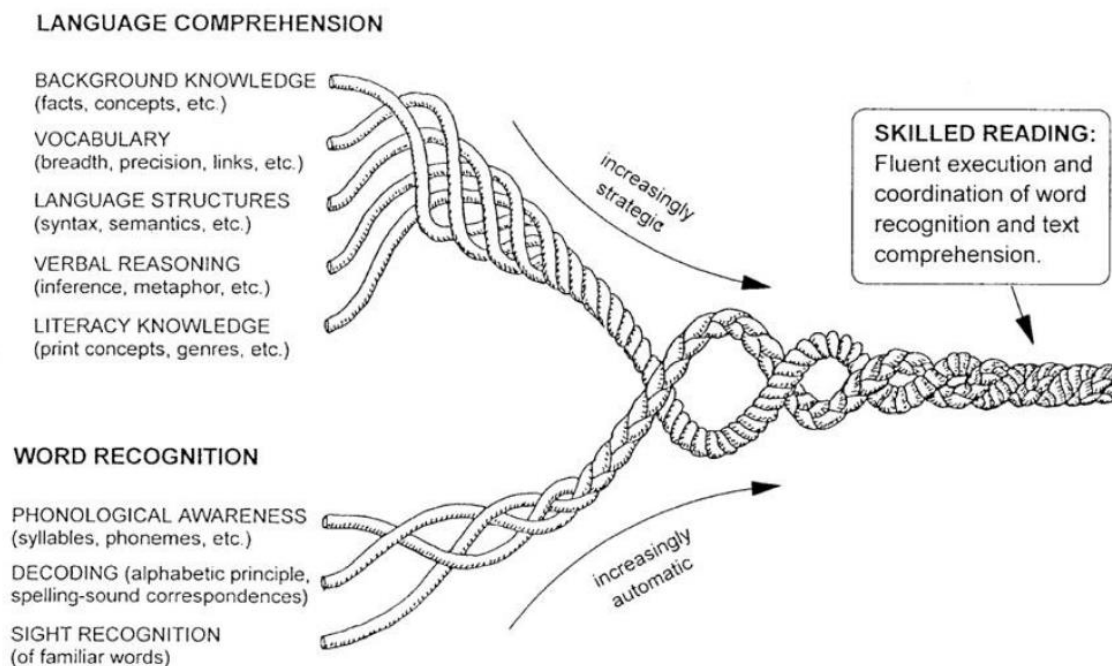
Reading

At Herrick, the purpose of reading is to develop our children as critical thinkers who challenge and question and are aware of the world around them through the literature they study.

Through close examination of a text, children are encouraged to become informed, independent readers of literary texts and develop an understanding of how texts can be interpreted.

Our reading approach practises skills outlined in the Scarborough Reading Rope (Language Comprehension and Word Recognition) and is based on the EEF Recommendations.

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING



Although all of the skills represent an important component of reading this does not mean that they require equal curriculum time. Based on assessment, teachers may repeat skills in a reading sequence, remove skills that have been secured or focus on a specific skills as the year progresses.

Think Aloud is a strategy -used to further develop metacognition-regularly practiced under language comprehension.

Background knowledge Relate to what you know, connect to another text, personal experience or book or film <i>"Is this like when.....?"</i> <i>"This reminds me of that book/time/film...."</i> <i>"I remember a time I did....."</i>	
Predict <i>I predict</i> <i>I thinkbecause</i> <i>I supposebecause</i> <i>I will learnbecause</i>	Clarify <i>Try sounding it out (if word)</i> <i>Try breaking it down</i> <i>Try reading ahead to see if you work it out</i> <i>Think of another word that might fit</i> <i>Try re-reading the paragraph</i>
Question <i>Ask questions as you read</i> <i>Ask questions that have answers in the text: Who? What? Where? Why? How?</i> <i>Asked question that can be inferred</i>	Summarise <i>Use your own idea words, summarise main points from the text in order</i> <i>This text is about</i> <i>This part is about</i> <i>First, Next, Finally</i>

Banded Books: Children are allocated books appropriate to their reading age after they have been assessed. They can also select a non-fiction book of their choice.

Lilac	Age: 3-4	Year: Nursery
Pink	Age: 4-5	Reception
Red	Age: 4-5	Reception
Year 1 Bands-in order of difficulty		
Yellow	Age: 5-6	Year: 1
Blue	Age: 5-6	Year: 1
Green	Age: 5-6	Year: 1
Year 2 Bands-in order of difficulty		
Orange	Age: 6-7	Year 1 & 2 Transition
Turquoise	Age: 6-7	Year 2
Purple	Age: 6-7	Year 2
Gold	Age: 6-7	Year 2

	White	Age: 6-8	Year: 2/3
	Lime	Age: 6-8	Year: 2/3
	Brown	Age: 7-8	Year: 3
	Grey	Age: 8-9	Year: 4
	Dark Blue	Age: 9-10	Year: 5
	Dark Red	Age: 10-11	Year: 6