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| Reading at Cramond 2016-2017 | | |
| Class | School | Home |
| P7 | 4 different reading groups based on assessment information.  Each group is assigned a different novel/text based on which level they are at. Each group meets with the class teacher at least once a week. They have follow up questions to answer regarding the text they are reading each week.  SRAis used on a weekly basis also.  Class novels are regularly read to both classes. | The students are expected to read for at least 15 minutes a night during the week. Students choose their own books to read. |
| P6 | P6s take part in literacy rotations twice a week in class; groups take it in turns to read independently, read to a friend or read to the teacher. Each group is heard by the teacher once a week. They take part in group activities with reciprocal reading roles or independent book busters tasks as part of the rotation too.  P6C  Reading books linking to book detective tasks,  SRA,  Reading extracts,  Cloze reading tasks linked to topic  ERIC | Reading for enjoyment focusing on World of reading to increase the genres and styles of books pupils read. |
| P5 | In P5N during class we have carousel type activities. Throughout the week they will have allocated reading, a grammar task, an independent reading task, a spelling activity and a teacher led session.    P5A  Use blooms reading questions and they have been introduced PRISQ recently.  PRISQ stands for  1. P - predict (what you will read)  2. R- read (\*'teacher' says in which order everyone reads),  3. I- information (find definitions for words)  4. S- summarise (what you've read)  5. Q - create question about what you've read.  \*Teacher is a pupil from the group, teacher says name at any point in reading, to ensure everyone is reading all of text not just their bit, and claps or clicks when whole group have to read word.    In PRISQ you work with reading partner and small group.  It encourages the group to use this format even when teacher is not present.    Reading lessons three times a week work on a literacy carousel basis of daily reading and/ or grammar or SRA or spelling and extended work on handwriting practise.  All groups read SRA at least once a week.  ERIC  Support group- timetable of support delivered by Mrs Fortune and put together by Mrs King looking at sound bag and reading strategies. Mrs King also supports in the developing of comprehension skills. | For home learning pupils have a reading log that they fill in when they have completed a book / text at home. This is checked regularly.  We encourager reading for enjoyment.  We encourage not just reading of novels but also magazines, newspapers, journals and any format.    Children are also encouraged to borrow from school library. |
| P4 | Reading groups are heard every other day.  Comprehension and grammar activities link to their book banded books are used weekly.  SRA once a week  Class novel  Support group continue to develop sound bad work. | Reading for enjoyment across year group. Children are filling in a bingo board with different genre squares (a book written before I was born, a book set in another country, poetry etc.) with incentives for line/row/house.  School reading books are being sent home with some groups only – tops groups are focussing only on reading for enjoyment at home and using school reading books only in school. |
| P3 | We use reading banded books from the reading cupboard in class  Miss Quinn reads with our p3 support group 4 times a week (45minute sessions)- The use their sound bag and reading strategies to explore the text. This is reinforced at home.  P3 group 2- They work with Miss Cessford on a Monday and Thursday, Miss Quinn on a Friday and Mrs McSparron on a Tuesday, we do sound and comprehension work across the week building our confidence at making and breaking words.  Top 2 groups in both classes read with their teacher once a week and look at blooms questions, summarising and word work based around what they have read.  SRA- once a week  Class Novel  ERIC time  Sound bag 2  Literacy rotations exploring comprehension and blooms questions, rhyming work, find and write words with our sound team. Sumdog reading is also built into the week.  We regularly read texts in class and poems and explore the authors use of language. | Reading for Enjoyment challenges each term.  This term we have a Scotland map and record sheet for the pupils to complete. They do their best to complete as many books as they can. The children are being encouraged to foster a love of reading.  We use the library book bus and have a class library where the children borrow books from.  Miss Q p3 group get their book banded books to reinforce the sound and reading programme Miss Q follows at school.  Sumdog Reading |
| P2- | We read four times a week with every group. We use mostly ORT books and some Big Cats.  Following Literacy Rich  Class novels  Along with literacy rotations and sound work. | Each child will have 2 books over the course of a week and a weekend. They read the same in class as they are set to read at home.    Spelling words with activities.  Tricky word bag |
| Mrs King |  | I give the p2 reading group I work with homework which consists of reading prepared pages:  1st night: P1-8,  2nd night: P9-16  3rd night: whole book    4th & 5 th night: practise an easier book from a previous stage.    More importantly, on each page they incorporate their taught/learned reading strategies and they play ‘Fastest Finger’ which is a game in soundbag- finding sound teams in their words. They also practise the soundbag each night. |
| P1 | Reading books handed out in January once enough sound work has been covered so that pupils feel confident to tackle a book.  Following Literacy Rich  Author focus at the start of p1 | Book banded books home,  Tricky word bag  Sound bag  Key words |