Grangers are Readers

#togetherwegrow

Marches Academy Trust

Reading – Intent

Grangers dream big and fly high!

At The Grange Primary School, we believe reading is an essential life skill and we are committed to enabling our children to become life-long readers.
Our aim is to develop and embed a strong, sustainable reading culture within the school community. Confident and competent readers will be immersed into a vocab-rich environment where a love of reading permeates their learning journey.

It is the fundamental right of every child to be nurtured in developing a love of reading. It underpins all learning and secures a good trajectory for personal development and an understanding of the world in which they live.

We have high expectations of all children and encourage them to challenge themselves, try their best, dream big and fly high.









Reading – Implementation

Phonics – Read, Write, Inc



- At Grange Primary School, we use the systematic phonics programme Read Write Inc to teach early reading and writing. This teaching starts in nursery and continues into reception, year 1 and year 2. Children in year 3 and 4 who have not finished the phonics programme have a daily targeted session to ensure they make progress. Children in year 5 and 6 who need further support follow the Freshstart Read, Write, Inc programme.
- Children learn the 40+ sounds in the English alphabetic code and the skills to blend these sounds into words, and segment to spell. They then learn alternative graphemes for the same sounds. The use of pictures, memorable phrases and Makaton signs is used to aid children's retention and recall of phoneme / grapheme correspondence.
- *Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read. Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment (DfE Learning to read through phonics)*.

- Children on the Read, Write, Inc programme have a home reading book linked to their RWI band in order to practice and consolidate the specific phonic knowledge the are learning in the sessions.

Reading - Implementation

EYFS & KS1 Phonics – Read, Write, Inc

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All children in EYFS and KS1 follow the Read Write Inc programme in daily phonics lessons.

In Nursery, children are introduced to 'Fred' the Read Write Inc Phonics character with a teaching focus on oral blending and segmenting alongside developing children's speaking and listening skills.

In Reception, the single letter sounds (Read Write Inc Set 1 Sounds) are taught in a specific order. Children learn to blend letter sounds together to read words and segment sounds to spell words. Children are also introduced to some digraphs (Read Write Inc Set 1 and 2 Sounds) and read and spell more complex four and five sound words. Children also practise handwriting every day learning correct letter formation.

In KS1, children are taught the remaining 40+ sounds (Read Write Inc Set 2 Sounds) and are introduced to alternative graphemes for the same sounds (Read Write Inc Set 3 Sounds) and continue to build on blending and segmenting skills.

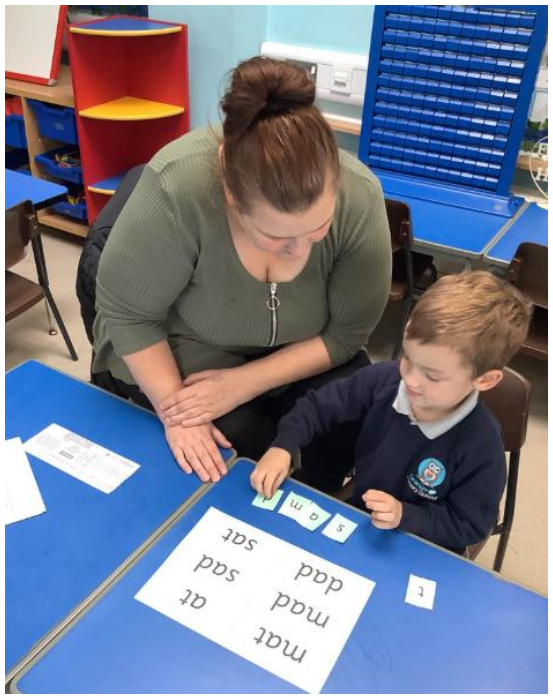
Children in year 2 follow a structured 4 day guided reading approach (see below) which is designed to prepare children for the structure followed in keystage 2.

Phonics – Support for parents

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Read Write Inc phonics has a wide range of parent guidance, free ebooks. Please visit the Oxford Owl Website for more videos, resources and guides available:

https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/







Y2-Y6 Reading Comprehension



- At Grange Primary, we use the John Murray approach to reading because it provides a clear and progressive structure that helps all children develop into confident, enthusiastic and skilled readers.
- This approach focuses on four key stages: **Orientation, Vocabulary, Reasoning and Application**, enabling children to build their understanding of texts in a systematic way.

Reading Y2 – Y6 John Murray Reading Comprehension

The **John Murray approach to reading comprehension** is a structured **guided reading model** that develops pupils' understanding of texts through discussion, questioning and explicit teaching of comprehension skills, rather than simply reading and answering questions

A typical sequence follows four stages:



- **Orientation**
  - Introduce the text.
  - Explore background knowledge and context.
  - Make predictions and identify key features of the text.
- **Vocabulary**
  - Explicitly teach unfamiliar and ambitious vocabulary.
  - Discuss word meanings, author's language choices and how vocabulary affects understanding.
- **Reasoning**
  - Develop comprehension through retrieval, inference and deduction.
  - Pupils justify answers using evidence from the text.
  - Rich discussion is encouraged to deepen understanding.
- **Application**
  - Children apply the reading skills they have practised independently.
  - They demonstrate understanding through questioning, discussion or written responses.

Key features of the John Murray approach include:

- High-quality texts that engage children.
- Teacher-led discussion and modelling of comprehension strategies.
- Explicit teaching of skills such as retrieval, inference, deduction and vocabulary.
- Emphasis on reading for pleasure alongside skill development.
- Opportunities for children to talk about texts before recording answers.

Reading - Impact

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The culture in our school ensures a love of reading for all. We are committed to ensuring that our children make good progress in reading from their starting points. As a result, children will use their reading skills as a platform in enabling them to learn across the curriculum, to **know more, remember more and understand more.**

Systems and Structures

- Children following the Read, Write, Inc programme are assessed every six weeks and regrouped according to their progress.
- When children have completed our phonics programme, bench-marking is used to ensure that children are reading texts at the correct accessible level. The bench-marking process is completed every half-term.

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Reading – Impact

Supporting & Extending Learners

- When needed the slowest progress readers (particularly the slowest progress 20% children in YR to Y4) receive additional support. Daily one-to-one tutoring helps them to 'keep up' and ensure that no child gets left behind on their journey to becoming a confident reader. Children in Lower KS2 who did not pass the Phonics Screening Check in Year 2 also follow the Read Write Inc programme as a daily intervention and children in Upper KS2 complete the Fresh Start intervention programme.

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Reading for Pleasure

Our aim is to develop and embed a strong, sustainable reading culture within the school community.

Confident and competent readers will foster a love of reading through a rich and varied experience of texts, in which they are empowered to exercise freedoms of choice and independence.

Inspiring children to read is a moral imperative and their fundamental right. It underpins all learning and secures a good trajectory for personal development, understanding the world in which they live.

Below are just a few examples of the ways Reading for Pleasure is embedded in our Granger community…

- Buddy Reading
- Author visits
- Visiting the school Library every week.
- Taking part in national events such as World Book Day.
- Stop and Read
- Sponsored Reads

How can parents support children with Reading?

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Read Together Often

Make storytime a daily ritual—bedtime stories are a classic for a reason!

Take turns reading aloud, even if your child can read solo. Hearing fluent reading helps build vocabulary and comprehension.

Use expressive voices for characters—drama makes the story come alive!

Let them choose books based on their interests, from superheroes to insects.

Introduce book-related games, like scavenger hunts with clues hidden in pages.

Celebrate reading milestones—finish a chapter, earn a sticker; finish a book, plan a book-themed treat.

Talk About What You Read

- Ask open-ended questions like “Why do you think the character did that?”
- Connect story themes to real-life experiences for deeper understanding