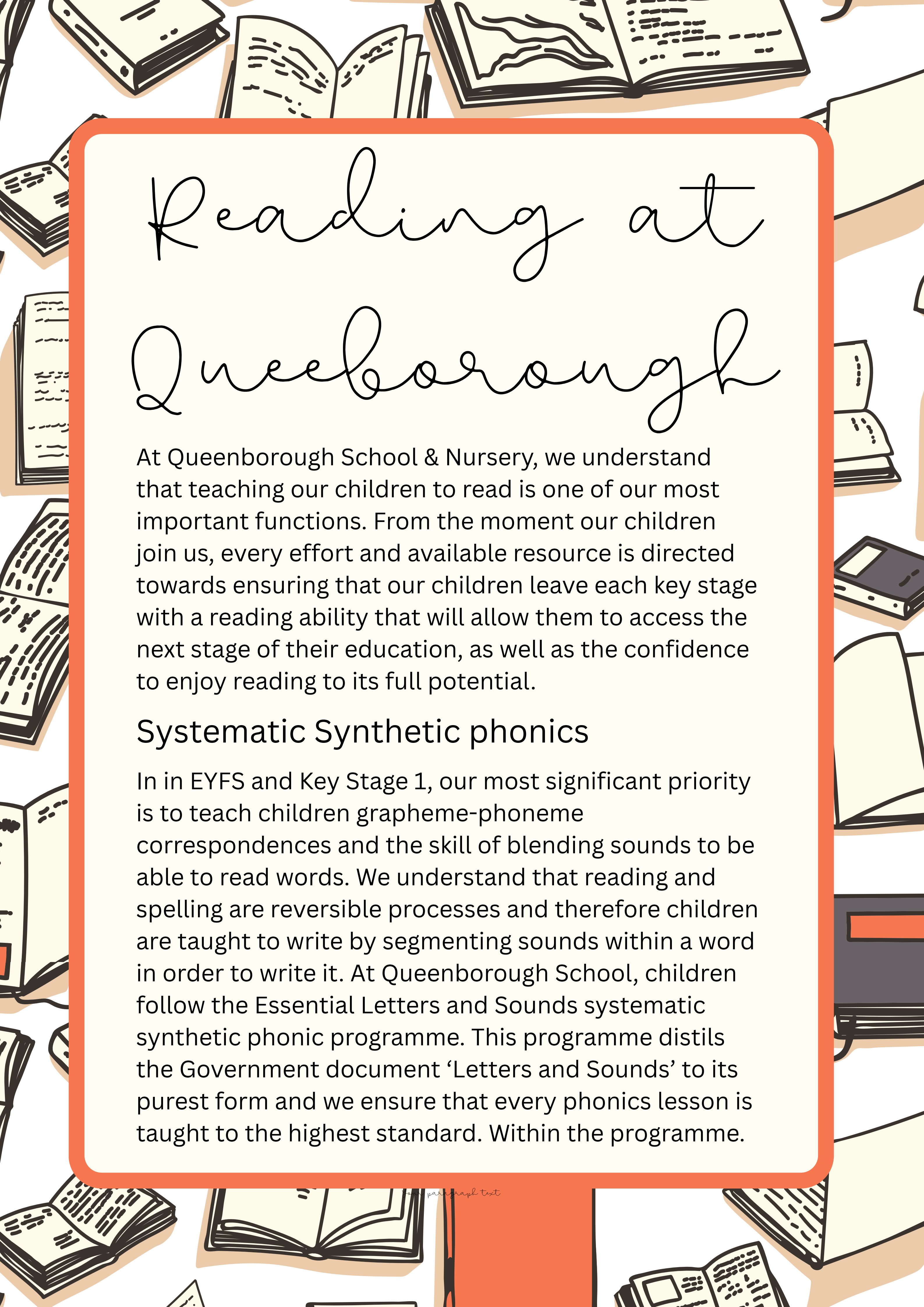


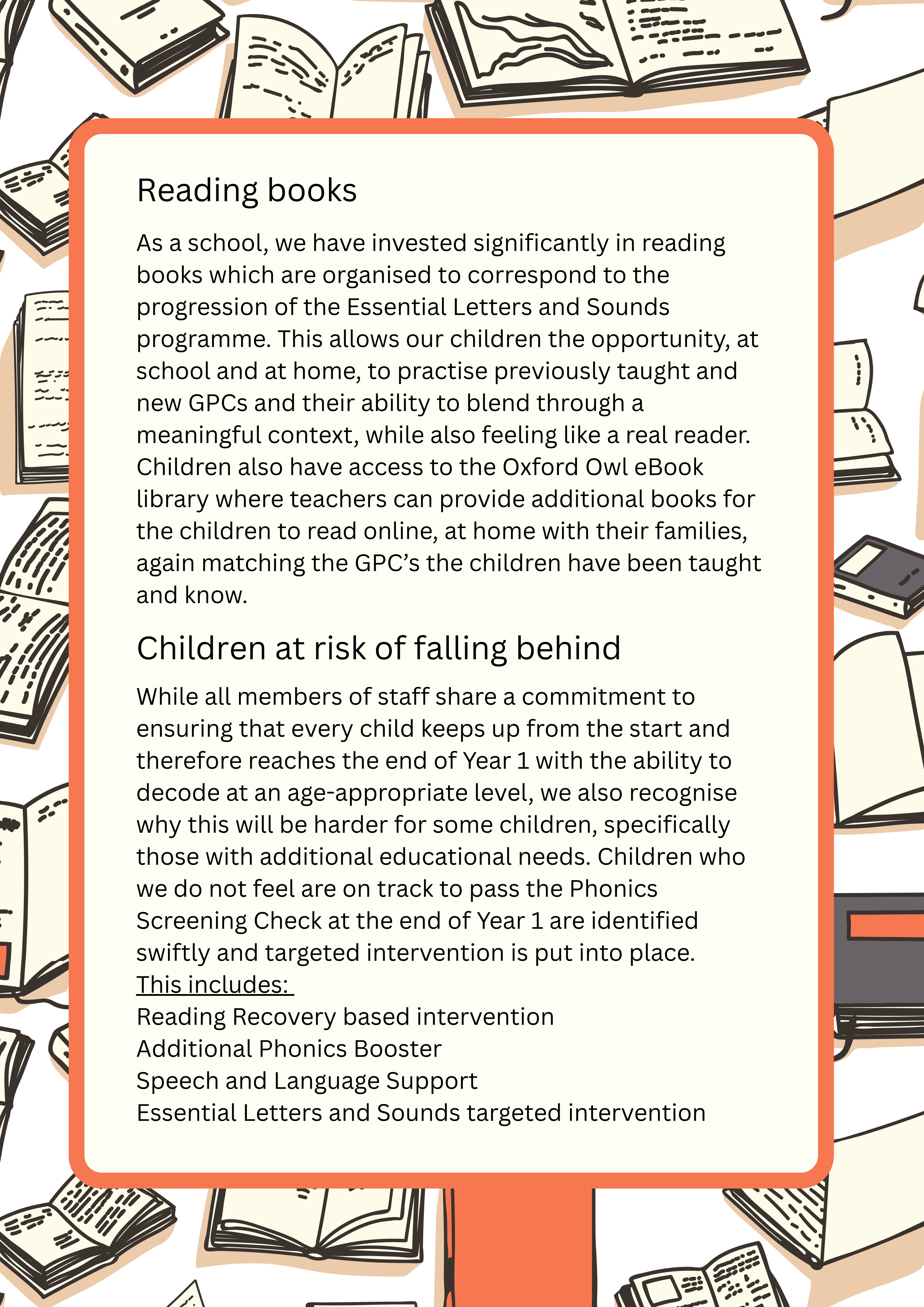
The background of the entire page is a collage of hand-drawn illustrations of books and papers. Some books are open, showing pages with lines of text or simple drawings. Others are closed, showing their spines or covers. The drawings are in a sketchy, artistic style with black outlines and some light shading. The central text is contained within a white rectangular box with rounded corners and an orange border.

Reading at Queenborough

At Queenborough School & Nursery, we understand that teaching our children to read is one of our most important functions. From the moment our children join us, every effort and available resource is directed towards ensuring that our children leave each key stage with a reading ability that will allow them to access the next stage of their education, as well as the confidence to enjoy reading to its full potential.

Systematic Synthetic phonics

In in EYFS and Key Stage 1, our most significant priority is to teach children grapheme-phoneme correspondences and the skill of blending sounds to be able to read words. We understand that reading and spelling are reversible processes and therefore children are taught to write by segmenting sounds within a word in order to write it. At Queenborough School, children follow the Essential Letters and Sounds systematic synthetic phonic programme. This programme distils the Government document 'Letters and Sounds' to its purest form and we ensure that every phonics lesson is taught to the highest standard. Within the programme.



Reading books

As a school, we have invested significantly in reading books which are organised to correspond to the progression of the Essential Letters and Sounds programme. This allows our children the opportunity, at school and at home, to practise previously taught and new GPCs and their ability to blend through a meaningful context, while also feeling like a real reader. Children also have access to the Oxford Owl eBook library where teachers can provide additional books for the children to read online, at home with their families, again matching the GPC's the children have been taught and know.

Children at risk of falling behind

While all members of staff share a commitment to ensuring that every child keeps up from the start and therefore reaches the end of Year 1 with the ability to decode at an age-appropriate level, we also recognise why this will be harder for some children, specifically those with additional educational needs. Children who we do not feel are on track to pass the Phonics Screening Check at the end of Year 1 are identified swiftly and targeted intervention is put into place.

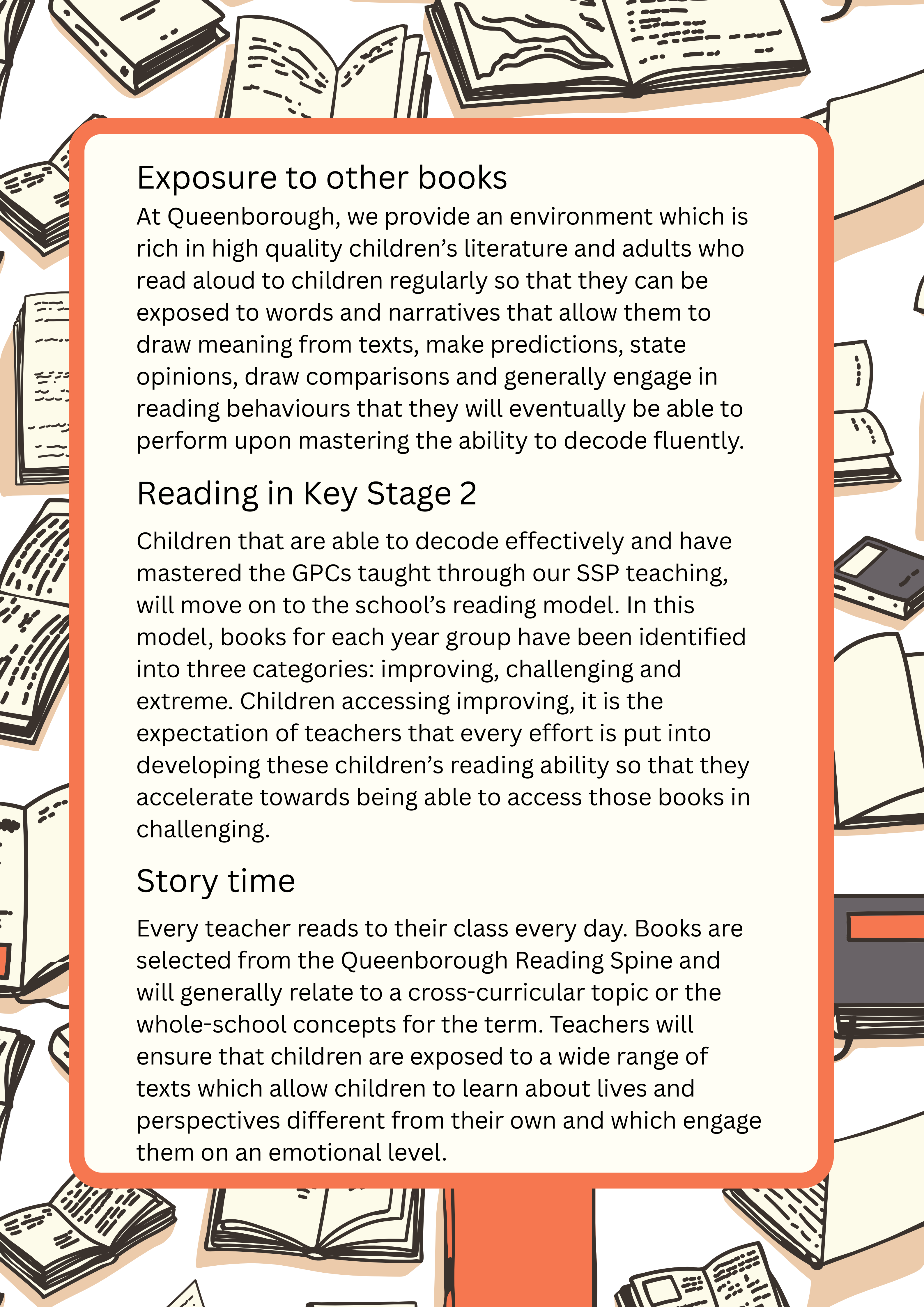
This includes:

Reading Recovery based intervention

Additional Phonics Booster

Speech and Language Support

Essential Letters and Sounds targeted intervention

The background of the entire page is a collage of hand-drawn illustrations of books and documents. Some are closed, some are open showing text, and others are just stacks of papers. The style is simple and sketchy, with a warm color palette of oranges, yellows, and browns. The central text is contained within a white rounded rectangle with an orange border.

Exposure to other books

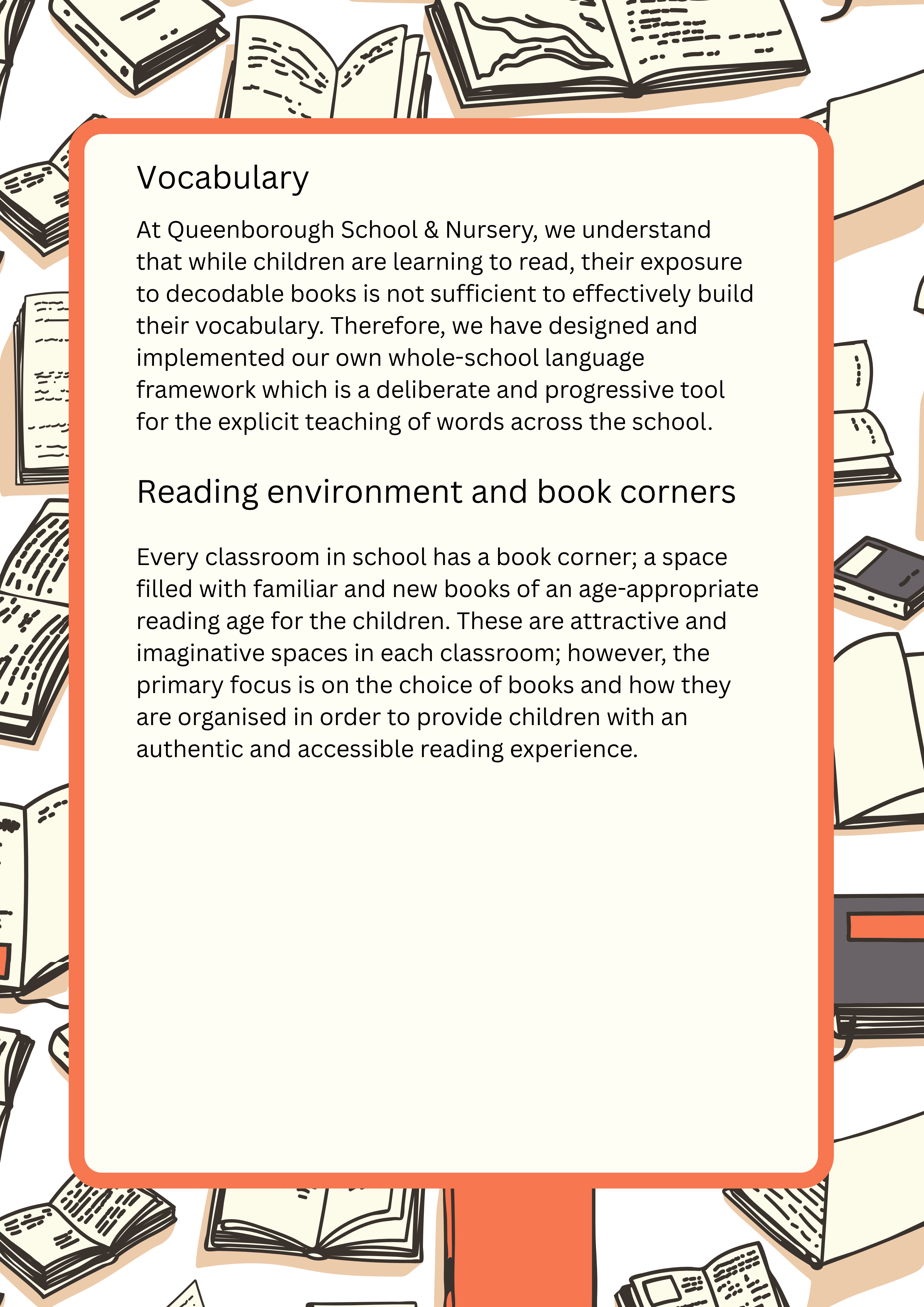
At Queenborough, we provide an environment which is rich in high quality children's literature and adults who read aloud to children regularly so that they can be exposed to words and narratives that allow them to draw meaning from texts, make predictions, state opinions, draw comparisons and generally engage in reading behaviours that they will eventually be able to perform upon mastering the ability to decode fluently.

Reading in Key Stage 2

Children that are able to decode effectively and have mastered the GPCs taught through our SSP teaching, will move on to the school's reading model. In this model, books for each year group have been identified into three categories: improving, challenging and extreme. Children accessing improving, it is the expectation of teachers that every effort is put into developing these children's reading ability so that they accelerate towards being able to access those books in challenging.

Story time

Every teacher reads to their class every day. Books are selected from the Queenborough Reading Spine and will generally relate to a cross-curricular topic or the whole-school concepts for the term. Teachers will ensure that children are exposed to a wide range of texts which allow children to learn about lives and perspectives different from their own and which engage them on an emotional level.

The background of the page is a collage of various books and open documents. Some are closed, showing their spines or covers, while others are open, displaying text or illustrations. The books are in different sizes and orientations, creating a sense of a library or a collection of reading materials. The colors are primarily warm, with yellows, oranges, and browns, giving it a cozy and educational feel.

Vocabulary

At Queenborough School & Nursery, we understand that while children are learning to read, their exposure to decodable books is not sufficient to effectively build their vocabulary. Therefore, we have designed and implemented our own whole-school language framework which is a deliberate and progressive tool for the explicit teaching of words across the school.

Reading environment and book corners

Every classroom in school has a book corner; a space filled with familiar and new books of an age-appropriate reading age for the children. These are attractive and imaginative spaces in each classroom; however, the primary focus is on the choice of books and how they are organised in order to provide children with an authentic and accessible reading experience.