



The Teaching of Reading

- It is our aim to develop enthusiastic and confident readers who can understand a wide range of texts.
- Children will read for interest, information and enjoyment when accessing all areas of the curriculum.

Children should:

Experience exciting and enthralling books as soon as they enter our school.

- Know how well they are achieving in reading and be supported towards their targets.
- Experience text through interactive challenging activities including the experience of theatre.
- Be challenged to develop their reading potential and aim high in the complexity of text and stamina of their reading.
- Read in a stimulating, happy and secure environment.
- Access high quality reading resources in classrooms, libraries and using ICT.
- Experience a variety of creative teaching methods and approaches to develop their comprehension of text.
- Be supported by a proactive reading partnership of home, school and parish.

Foundation Stage:

Reading opportunities are given on a daily basis. A wide range of approaches are used to provide first hand experiences for the children. The children are taught in a stimulating environment that is rich in written print. There are focussed periods within the day when small groups of children share books in a more structured way - i.e guided reading. The class teachers' share big books with the class and reads stories and rhymes daily. Each class has an author focus. In Nursery the author focus is David McKee and in Reception – Mick Inpen.

Phonics is taught daily and follows the Letters and Sounds document (a systematic synthetic phonics approach). It covers all the pre requisite skills for reading such as sound identification, sequencing, reproduction and discrimination. The children are given an individual reading book to take home when they are ready. This includes children in the Nursery. The teacher reads with the child and encourages reading to take place at home. Each classroom has an attractive reading area with comfortable seating and a quality selection of engaging and appropriate books available.

Key Stage One:

Children are given a reading book at an appropriate level to take home, together with a reading record. Children's individual reading will be monitored by staff and supported by classroom assistants. Each time a child reads at home or at school, a comment will be written in the reading record. It is expected that children read at home with an adult at least three times a week. When a child is ready, they will join the accelerated reader scheme. Pupils will also visit the school library on a weekly basis. They will be encouraged to choose a book from the school library section which can be shared at home for enjoyment.

Phonics sessions take place five times a week. Phonics activities are practical and fun to encourage learning – they follow the Letters and Sounds progression. Children are grouped for phonics sessions according to the phase that they require. These smaller groups are each then taught by a teacher. During shared and guided reading, phonics work is reinforced in the context of real texts. The English national curriculum provides a wide range of text types. Writing activities follow on from shared reading with a balance of reading and writing. Each class has a class reader which is changed on a termly basis. Time is allocated during each day for the class reader to be shared.

In Year One the author focus is Julia Donaldson and in Year Two Roald Dahl.

Each classroom has an attractive Reading area with comfortable seating and a quality selection of engaging and appropriate books available.

Reading Schemes: Within the foundation stage and Key Stage One, we use a range of published reading schemes.

From pink to blue level: pupils have fully phonetically decodable books to read at home and school. The schemes used include:

- Phonics bug
- Oxford Reading tree: Songbirds, Floppy's phonics, Project X, traditional tales
- Big Cat Collins

From green to purple level, fully phonetically decodable books are available for those pupils who would benefit from them. They include the published schemes as listed above.

From green to lime level, again a range of published schemes are used. These include:

- Rigby rockets, Rigby Star Quest
- Oxford reading tree: Traditional tales, Biff, Chip and Kipper stories, More Biff Chip and Kipper stories, Fireflies, Snapdragons, Tree tops.
- Ginn - Lighthouse
- Heinemann – Discovery worlds
- Pearson – Four Corners
- Project X

By using a range of published schemes, we ensure that the reading opportunities are varied and rich for all of our pupils.

Key Stage Two:

Children use the accelerated reader scheme which is a national program used to assist in the improvement of pupils' reading abilities and their comprehension of what they read. Accelerated Reader matches book choices (and quizzes) to meet their individual reading needs. Members of the Senior Leadership team and class teachers closely monitor the achievement in the quizzes to ensure the children are reading at an appropriate level. Where appropriate children are heard read by an adult in school. It is expected that parents also hear their children read at least three times a week and sign in their planners. Pupils will also visit the school library on a weekly basis. They will be encouraged to choose a book from the school library section which can be shared at home for enjoyment.

Pupils who need to develop their phonetic awareness will receive a phonics session three times a week and be in a group according to the phase that they require.

Each class has a class novel which is shared on a daily basis and changed termly. Time is allocated during each day for the class reader to be shared.

Author Focus:

Year Three - Dick King Smith

Year Four - Anne Fine

Year Five –Michael Murpurgo

Year Six – Louis Sachar

Each classroom has an attractive Reading area with comfortable seating and a quality selection of engaging and appropriate books available.

Reading Schemes: In Key Stage Two the range of books used is vast and matches the reading range that is needed to meet the children's reading level using the Accelerated reader scheme. There are some published scheme books such as Oxford Reading Tree. There are also books by many significant authors. This ensures that the reading opportunities are varied and rich for all of our pupils.

Guided Reading

The purpose of a guided reading session is to deepen children's inferential, retrieval and decoding skills.

Children are placed into similar ability groups which are reviewed on a regular basis.

The text chosen for a given guided reading session challenges the group in terms of meaning and word difficulty.

Guided reading takes place outside the English lesson. There is a balance of fiction, non-fiction and poetry texts chosen for guided reading sessions.

Foundation Stage:

In FS2, Guided Reading happens once per week and is carried out by the teacher.

Key Stage One:

Guided Reading happens five times a week so that each child takes part in a teacher led session per week. During guided reading there is an additional teacher and two teaching assistants who also provide a group reading session for three further groups. All children who have worked with an adult will have their diaries signed. The class teacher will write in the guided reading section of the planner with a comment on reading performance during the session. The additional teacher and teaching assistants will sign in the day sections to say group reading has taken place. Children not working with the adult have specifically directed tasks to complete which are linked to previous reading completed that week.

Key Stage Two:

As in Key Stage Two, Guided Reading happen five times a week so that each child takes part in a teacher led session per week. During guided reading there are at least two teaching assistant who also provide a group reading session for two further groups. All children who have worked with an adult will have their diaries signed. The class teacher will write in the guided reading section of the planner with a comment on reading performance during the session. The additional teacher and teaching assistants will sign in the day sections to say group reading has taken place. Children not working with the adult have specifically directed tasks to complete which are linked to previous reading completed that week or will have the opportunity to read their accelerated reader book independently.

Structure of a Guided Reading Session

The structure of a guided reading session will vary slightly depending on the age of the children, the focus, and the text type. However, the session will typically follow the below structure:

Book Introduction

This provides the context for the reading. The teacher will activate children's prior knowledge and/or discuss the main themes of the text, including some prediction of the contents.

Focus

The teacher will share and, if necessary, explain the objective and focus of that session. The focus will be indicated on the Session Sheet

Reading the Text

Children read the text. The teacher will pick up on children's ability to read aloud and model, where appropriate, good practice.

Returning to the Text

The teacher asks questions, promotes discussion and interacts with the children to extend their thinking and develop their responses to the text.

Feedback and Follow Up

Each child will receive immediate feedback about their performance in that session. Based on this, children will be told what their next steps are and will be given a task to work on during their next independent session. This will relate directly to either the text they have read and/or the text type.

Assessment of Guided Reading

For each session, the teacher/TA has an assessment sheet where comments are made about each child underneath about the focus of the session.