

## **Reading**

We strive to teach all our children to read and to enjoy a variety of texts so that they will become independent, critical, fluent, life-long readers and learners. We believe reading is a vital skill and this belief underpins the huge emphasis we place on the teaching of reading in our school.

### **The teaching of Phonics**

Systematic daily phonics teaching is a key element of our approach to the teaching of early literacy. The *Letters and Sounds* programme is used from Nursery to Year 3/4, and as required in Upper KS2 through small group teaching and interventions.

Children are grouped according to the phonics phase that they are working at and a well-paced four part session, that is multi-sensory, is delivered daily.

All children are encouraged to apply the skills taught into their reading and writing.

Teachers demonstrate and encourage children to use phonics, as one of the strategies for reading, during guided reading sessions.

### **Guided Reading**

Guided reading is taught from Reception to Year 6. Reception teachers introduce children to guided reading when appropriate and then all children take part in a weekly guided reading session.

Teachers plan all sessions using the following structure:

**Introduction:** To set a purpose for reading, and encourage links with previous experience. To introduce new vocabulary and walkthrough the text where appropriate. To ensure children are clear of their focus for reading.

**Strategy check:** To model and encourage the application of synthetic phonics into reading. To teach reading strategies to children and remind them of previously taught strategies and reading targets.

**Independent reading:** Each child reads the text independently considering the focus of their reading session. Teacher may intervene to deepen child's understanding, ask questions or focus on a teaching point. Teachers should always give praise for use of specific strategies.

**Returning to the text:** To discuss and revisit the focus of the reading session. Children will be asked to identify issues requiring clarification or discussion.

**Response to the text:** Children will be given time to respond to the text, develop and justify opinions, and explore personal preferences.

Assessment of children's learning during guided reading will inform the next steps for planning.

This information, alongside phonics assessments, determines the book level the children work from.

This also informs their home reading books.

During follow-up activities to guided reading, children will be given opportunities to further embed the skills taught in the guided reading session. All activities are planned with reference to the Assessment Foci for reading.

### **Shared reading**

Shared reading strategies are used throughout the school as part of whole class literacy lessons. These skills are also applied to the teaching of other subjects. Teachers model their thought processes in order to teach the skills of comprehension, including the teaching of higher order reading skills, including prediction, inference and authorial intent.

### **Home reading**

In Reception, as children are moving through the early stages of acquiring phonics skills, they practise using texts which are fully decodable for them from our school reading scheme.

Our reading scheme, which is based on the phonics phases, allows children to develop a secure knowledge of grapheme/ phoneme correspondences and supports them in blending words confidently. Upon reaching lime level, children supplement their banded book with one of their own choice from our well-resourced school or class library.

Teachers support children in their book choice to ensure a range of texts are read and they cover all genres. All children are encouraged to read on a daily basis and aim to apply the skills taught in guided sessions to their independent reading. A whole school reward system is in place to encourage and reward those who read with an adult at least five times each week. Progress and frequency are detailed in children's home school reading diaries; these are a three way communication between parents, children and teachers/ teaching assistants. We encourage discussion and re-reading of individual books so that children grasp the meaning of the story as well as coming to grips with the mechanics of reading.

Regular guidance for parents and carers in how they can support their child in learning to read and develop their reading skills are given through, reading and phonics evenings and parent's evenings. In addition to their reading books, children access Bug Club e-books from a personalised selection made by the teacher.

### **Library**

Children have access to the school library where there is a wide range of reading material and opportunity for children to select from this, for information and for pleasure. Through our school

library we aim to foster a love of reading and all children from Nursery to Year 6 visit the library on a weekly basis to select books to read at home for enjoyment.

### **Reading for pleasure**

We aim to provide a classroom environment which promotes a love of books and reading where children feel inspired to read. Each classroom aims to be a language rich environment with environmental print, labels, posters, information, children's work etc. Books are given their rightful place throughout the school.

Each room has a class library where a range of books are displayed in a different ways.

Each classroom has a variety of books for children to read that are related to their topic.

Book weeks take place throughout the year and reading for pleasure is the focus of these weeks. As part of reading for pleasure we invite authors, storytellers and guest readers from the community to work with our children.

Children are given opportunities to visit our community library and local librarians visit school.

Story and book clubs are run throughout the year.