

APPROACHES TO READING

Reading is at the heart of many learning experiences at our school. It is our aim to nurture young readers who are able to read independently with confidence, fluency and understanding. We strive to encourage our children to have an interest in books and to read for enjoyment for example, children in Year 6 are given the opportunity to take part in Lancashire Library's 'Fantastic Book Awards' where our pupils can read new, high quality works of fiction to review.

Reading Scheme and Home Readers

Our core-reading scheme is Oxford Reading Tree ,both fiction and non-fiction, as well as a range of “real books”. All pupils have a home reader which parents are encouraged to share with their child on a regular basis, at least three times a week in KS1 and in KS2, five times, until the child is proficient at reading independently. Even when a child reaches independent fluency it is helpful to provide opportunities to read aloud at home to continue to develop vocabulary, comprehension, expression and a love of reading.

Pupils have a reading/homework diary in which comments can be recorded and this acts as a useful means of communication between teacher and parent.

Children are heard read in school, on a one to one basis, at least twice a week, more frequently where they need extra support. Thereafter they will be heard read on a one to one basis, occasionally. Teaching Assistants and parent helpers work alongside class teachers in hearing children read on a one to one basis.

Children progress through Oxford Reading until level 20. They are then expected to begin ‘Free Readers’.

Phonics

A daily phonics programme begins in the Reception class when sounds are linked to letters using ‘Letters and Sounds’ supplemented by ‘Read, Write Inc’ and ‘Floppy’s Phonics’ By the end of

Reception each child is expected to have achieved Phase 3; by the end of Year 1 each child is expected to have achieved Phase 5; by the end of Year 2 each child is expected to have achieved Phase 6. Phonics sessions are interactive and fun! Progress is monitored throughout the Infant department on a class record sheet. At the end of Year 1 all children undertake a statutory phonics test to measure whether they have reached the expected standard. Those who do not reach the required standards in Year 1 are tested again at the end of Year 2. Where children are not fully confident with all the phonic skills daily phonics work continues in KS2 until children are secure in their knowledge of all the skills covered in the programme.

Shared Reading

Shared reading, with the whole class, takes place at least once a week. Teachers use these sessions to model and to teach good reading, to develop a deeper understanding of a range of texts, to extend vocabulary, to teach grammar and punctuation and to facilitate writing activities.

Guided reading

Guided reading, in small ability based groups of pupils, takes place at least once a week, to teach specific reading skills, using a range of texts including fiction, non-fiction, play-scripts and poetry.

Guided reading sessions may be carried out by the classroom teacher or by a classroom assistant.

In Key Stage 1 books from A&C Black's The Rigby Star Scheme are used primarily, supplemented by books from other schemes and some storybooks. In Key Stage 2 a variety of texts are used, but mainly A&C Black's White Wolves series.

Independent reading

Throughout the school children are given time for independent reading, on a daily basis with pupils reading widely across the curriculum. In the Foundation Stage and Key Stage 1 this involves the opportunity to look at picture story and non-fiction books and interpret or read them at the child's own level. In Key Stage 2 children have a daily silent reading time during which they will be reading a wide range of books, some drawn from our school library and others brought from home or the local library.

School Library – Key Stage 1 & Key Stage 2

Children are given the opportunity to read fiction and non-fiction books from our library, assisted by teaching assistants or parent helpers or individually. These books may be kept in school for use in class as silent readers or taken home.