

Reading

Children will learn to read with confidence, fluency and independent strategies to self monitor and correct. They will enjoy a wide variety of texts, becoming lifelong readers and learners.

Teaching Approaches and Provision

When do we read?

- English lessons
- Cross-curricular research
- Individual/silent/paired reading
- Guided reading
- Shared reading
- Reciprocal reading
- Home reading

What do we read?

Throughout their time at school, children will read a mixture of reading scheme books (Oxford Reading Tree, Rigby Star), Read Write Inc. books, “real” books and guided readers. (fiction, non-fiction and poetry.) Children choose their own reading books within a carefully graded banding system.

This is supplemented through:

- Class reading corner books
- Schools library service books on loan (including class sets)
- Big books/ e-books
- Books from home

Shared Reading

Shared reading is our children’s first experience of reading in school when they arrive in nursery. Children are given the opportunity to share a story everyday in nursery as a first step towards independent reading. Shared reading continues throughout the school through the use of big books, enlarged texts and e-books, which allow the teacher to draw attention to various reading strategies as well as vocabulary, sentence and text level features.

Phonics

Read, Write Inc. is central to the school’s reading programme in Nursery, Reception and Year One. Year Two follow RWI for their discreet phonics sessions each day, in addition to a separate English lesson and use the RWI books during guided reading.

RWI is used as an intervention in lower Key Stage 2. (See RWI resource materials for further details).

is made up from a number of recognised reading schemes alongside recorded throughout the school using a bespoke recording system. A comment on which strategies the child is using to help them with their reading. This booklet is used when hearing individual readers. Pupils' advancement through the scheme is monitored through the term using a class overview. This is reviewed against reading assessment data, to ensure that each child is reading books of a suitable level.

Guided Reading

Children are grouped according to ability and guided reading objectives focus on the needs of the group, from decoding skills to sophisticated comprehension strategies. Guided reading takes place every week for each child of Level 1a and above. Read, Write Inc. books are predominantly used in Key Stage 1 and various other schemes are used in Key Stage 2 (eg. Longman, Pelican). The use of reading journals begins in year 2 and moves through into year 3. Years 4, 5 and 6 use a reading folder to record any reading activities completed during reading sessions. Reading is assessed using the AF level descriptor grids.

Individual reading

Throughout foundation stage and key stage 1, all children are heard reading individually by the teacher or the teaching assistant at least twice a week.

Target readers will be heard reading more than twice a week or as often as necessary.

As soon as children are competent and fluent, they will access guided reading groups.

Key stage 2 children are heard reading in guided reading groups at least once a week or more often where necessary.

A visual record of children's reading is displayed in KS2 classes. Children's reading (guided reading sessions, independent reading and target readers) is monitored on a reading overview sheet.

Home reading

Home reading begins in foundation stage. Parents are expected to share books at home with their children.

Children in KS1 are expected to read every night. Reading books are changed at least twice a week or more often, as appropriate. Home/school diaries are annotated by the teacher or TA and parental comments are encouraged and expected.

All children in KS2 should read at home at least three times per week. In lower KS2, they are expected to read for 15 minutes, building to 20 minutes by Year 5 and 6. This reading is recorded in home-school reading logs (purple books) in years three and four and in homework diaries in years five and six. This is monitored by class teachers on a weekly basis. Years 5 and 6 set half termly reading projects to encourage children to engage with a wide variety of texts.



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Newton library. Over the course of the year, children are
ory telling sessions, library visits and input from the librarian.

The school is in the process of building its own library to be used by all children.

A love of reading is promoted through author and poet visits; book fairs; an annual book day; paired reading; reading champions who share books with younger children and parental reading workshops in foundation stage.