

Reading at Longparish C of E Primary School

How do we encourage reading for pleasure?

Starting in Foundation Stage and developing through KS1, we share books with the children on a daily basis. Looking at illustrations and develop book talk. We read to the children whole class and with groups, looking at a range of genre from traditional tales to non-fiction texts and celebrate the work of well-established authors. We also enjoy sharing rhymes and creating our own version of stories. Story time is a regular feature through the whole school.

A selection of good quality literature can be found in each classroom and the library, and regular opportunities are provided for the children to browse and select from these. All children have the opportunity to borrow a book to share at home from our well stocked library or the classroom libraries.

How do we teach children to read?

We understand that Reading is a complex activity and requires not only the ability to decode text but to comprehend and make meaning from the text. In our school a range of approaches and methods are used to help the children develop the appropriate skills and strategies they need to succeed as readers.

Phonics

Phonics is a way of teaching children to read by recognising the sounds letters make and blending them together to make a word from left to right. The phonics sessions are multi-sensory with lots of revisiting and practise.

We begin by using the DFE Letters and Sounds document to structure our teaching of phonics. This enables the children to recognise the 44 sounds that the 26 letters of the alphabet make represented by written letters and encourages them to blend the sounds together to make words and use to decode the language they use and come across each day.

All children in the Reception classes and Key Stage 1 and Years 3 &4 have a daily phonics session, this teaching takes place in groups which are regularly assessed and if required children moved accordingly. In Year 2 we recognise that some children need Phase 6 of Letters and Sounds to progress further this phase looks at how words change when adding a suffix, present and past tense regular and irregular verbs and spelling polysyllabic words. Phase 6 also teaches children to proof read and use a spell checker.

High Frequency words

Alongside the phonics sounds children are taught to read and spell the tricky words that do not follow phonic rules. The words are displayed and constantly modelled to encourage children to use them in their reading and writing. In Key stage 1 these words are sent to parents so they can be practised at home.

Reading Books

All children take reading books home to practise their reading and are encouraged to read different reading material at home, this is recorded in the Home/School diary which enables staff to monitor what children are reading. In Foundation Stage the Foundation Stage staff, volunteer reading helpers and parents will listen to the child read their book. In Key Stage 1 the children will read some of their home reading books with volunteer reading helpers and the class teacher, and other volunteer staff, the children will also read in Guided and Shared sessions.

We use several reading schemes, which cover a range of approaches. In Foundation Stage the children may start with books with no words to encourage speaking and listening skills. When the child is ready books are introduced with the high frequency words to develop the use of context. There are a range of genres within the individualised reading books that increase in difficulty, encouraging the children to develop their reading skills further. When children become fluent readers and their reading skills are well established they are encouraged to increase reading breadth to develop comprehension, from the class or school library.

Key Stage 2 also uses Accelerated Reader. AR is a computer- based program full of good quality texts, that we use to monitor reading practise and progress.

The children are also able to answer comprehension questions linked the book they have read to check their understanding and track their progress.

Shared reading

Teachers use any opportunity they can to use Shared reading with the children on the Smart boards or Big books.

Guided reading

In Key Stage 1 and Key Stage 2 (and when appropriate in Foundation Stage) teachers teach children to read during weekly guided reading sessions. These take place in ability matched small groups and provide the opportunity for the child to read and discuss a section or whole text with the teacher, while enabling the teacher to assess progress. During these sessions the children concentrate on aspects such as using context, reading with expression and developing inference and deduction skills. These sessions allow the children to discuss their opinions of a text and learn about how texts are structured and about how characters and dialogue can develop a story.

We are very fortunate to have a wide range of Guided Reading materials, covering a wide range of genre.

How do we support children?

At Longparish C of E Primary School the children are assessed regularly informally and through more formal methods such as reading and phonic assessments. The results from the assessments are used to inform our teaching and to ensure each child is supported and extended appropriately. Intervention is put in place for the children who are not reading at a similar level to their peers in order to close the gap.

It is important to us that our children develop as fluent readers with a love of reading.