



READING AT SANDBROOK

At Sandbrook Community Primary School we firmly believe that literacy is a significant life skill and that the development of strong learning foundations will enable our children to listen, speak, read and write confidently throughout their school career and on into adult life. We have a clear, consistent, whole school approach to reading. Competence in reading is the key to independent learning and is given the highest priority, enabling our children to become enthusiastic, independent and reflective readers. Success in reading has a direct effect upon progress in all other areas of the Curriculum and is crucial in developing children's self-confidence and motivation.

Reading

The programmes of study for reading at Key Stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. (*National Curriculum 2014*)

TEACHING STRATEGIES

We aim to provide high levels of motivation and active participation for our children at all ages. The teaching of reading and the strategies used by the teachers in each year group varies as the children progress through the school.

Teaching Methods

- The school teaches reading through a combination of approaches:
- Developing knowledge and awareness of print
- Developing sight vocabulary
- Systematic teaching and learning of phonics
- Developing decoding skills
- Whole class shared reading
- Modelling and guided reading in groups with the teacher and teaching assistant
- Paired reading
- Independent reading at school and at home
- Introducing writers as role models.
- Specific lessons teaching comprehension skills
- Drama

A range of intervention programmes are used to ensure that all children's needs are catered for.

RESOURCES

The phonics scheme used throughout KS1 is Ruth Miskin's Read Write Inc. A book banded reading scheme operates across both KS1 and 2 which comprises of a range of different schemes, this is mostly offered through Oxford Reading Tree. However, it is also supplemented with Project X and Pearson's Bug Club texts to offer text variety to learners. When the children reach a reading and comprehension age of 9 – 10 years they go onto the free reader shelf. Here there is a wide range of books to select from including different authors and genres.

WORKING IN PARTNERSHIP WITH PARENTS

The teaching of reading is greatly helped if there is strong communication and support between home and school. The school informs parents and carers about the school's approach to reading through the school's prospectus, its website, through information provided at the initial meeting for new parents in the Foundation Stage and through guidance given in children's home reading records. Advice and support is also available during parents' evenings and Read, Write Inc parents' meetings. Advice is available on the reading strategies used at the school and how best they may help their children. A class termly newsletter is sent to all parents with reading targets and the English curriculum.

Each child has a new reading diary every year. Within the diary there is a reading record which logs books they have read and comments about their reading. Parents and teaching staff write in this book. Children are encouraged to read at home on a daily basis.

Parents and carers are strongly encouraged to be actively involved in their children's reading routines at all ages by listening to their children read, reading to their children, and by promoting a home environment where books are valued. Often children undertake a variety of reading activities at home in connection with other curriculum areas and parents are encouraged to become active listeners and readers, using simple strategies to question and enhance the reading and comprehension process.