

Little Reddings Primary School

Development of reading

Early Reading and Phonics

For the teaching of early reading to be successful we have a balanced and creative approach in a context of rich oral language development. This includes the systematic teaching of synthetic phonics, as well as focus on application, exploring comprehension and meaning, as well as reading enjoyment.

At Little Reddings Primary School developing children's ability to read is primarily taught through the teaching of synthetic phonics. Children initially begin to decode text as they work their way through each phase of Read, Write, Inc. As children become confident at decoding, they begin to develop comprehension skills through exposure of a variety of rich texts.

At Little Reddings, reading is taught through a variety of ways to make sure children enjoy and develop a love for literature. We place great emphasis on guided reading where children read in groups with an adult. We also have shared reading as class, individual reading and all children are read to with adults and their parents during Open Door sessions. Our aim is to ensure that all children become fluent, independent readers.

Reading for Enjoyment

Reading for enjoyment underpins the teaching of reading and forms an explicit part of our whole-school reading strategy at Little Reddings Primary School.

We actively encourage pupils to enjoy reading which fosters positive reading attitudes and behaviour and impacts on attainment. We understand that reading enjoyment has been proven to be more important for a child's educational success than their family's socio-economic status so we ensure that reading is actively supported in school and at home and that we have various events like Book Week, Reading buddies and whole school assemblies focusing on enjoyment of reading by pupils conducting book reviews and book recommendations.

We also have 10 minutes Silent Reading each day across the school – purely for enjoyment. Staff are expected to read during this time as well.

Reading for Meaning

At Little Reddings, we believe that at the heart of reading is its purpose: we read for meaning. Reading for both information and to connect and experience texts is achieved by developing quality classroom talk, response and questioning as integral to reaching and learning across the curriculum. The school is committed to emphasising that good comprehension draws on linguistic knowledge and on knowledge of the world, as well as the importance of comprehension skills that develop through pupils' experience of high quality conversation, as well as from reading and discussing a range of literature and non-fiction. We have introduced 'Accelerated Reader' through our school library, which includes a quiz on the book.

Reading learning journey

Children at Little Reddings will develop a relationship with books from the first time they enter the school.

In the Nursery, reading is based around storytelling, although children will be introduced to non-fiction books at this stage. Children will learn about print conventions and will hear an adult read to them everyday. The children will build up familiarity with letters and if they are able, they will begin to sound out words. In Reception, children will start to read with an adult. More able readers will read independently. Throughout the early years and Year 1, phonics will play an enormous role in each child's education and some form of phonics will be taught everyday, and on most days will feature in every lesson. Parents play an important role in developing reading, and so are invited to come into the school through daily Open Door sessions and Curriculum Evenings. Children start a reading log in year 1, and will continue logging their reading throughout their time at school. Year 1 will take part in guided reading lessons which will carry on until Year 2. In Year 2, children continue to use and learn about phonics, although the amount used will diminish as the children grow ready to move on.

Children are regularly assessed, for their reading book-band level. They can choose to read any book within their particular band.

Throughout Key Stage 2, children are expected to read frequently and take an active interest in selecting and reading their own books. Reading takes a regular role in lessons, regardless of the subject and may take the form of whole class reading, independent reading, comprehensions or researching.

For less able children, they will find themselves supported throughout their school experience. All classes run interventions for less able children, not only during lesson time, but also during lunchtime and even afterschool. In Key Stage 2, 6th Formers from Bushey Meads come to read with specific children on a weekly basis.

Children on a Education, Health & Care plan (EHC) are regularly given time well in excess of their designated hours. More able children will be given ample opportunities to develop their reading and will always have access to more challenging reading material.

Children enjoy reading at Little Reddings and grow to appreciate the value that books can bring to their lives and education.