

## **Reading**

Pupils will be taught to use a range of strategies to help them to read with fluency, accuracy, understanding and enjoyment, having experience of a wide range of fiction, non-fiction, and poetry, both on paper and on screen.

Teachers at Leftwich:

- aim to make reading as exciting, enjoyable and informative for children as they can, in order to develop a love of reading.
- ensure that word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words
- emphasises in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.
- teach these objectives through a balance of shared, guided and independent reading sessions and see opportunities to reinforce these across the curriculum.
- understand that good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world
- use the 'ReadWriteInc' scheme of work from EYFS to Year 2, where appropriate for some children
- aim to focus on comprehension both in English lessons and other curriculum areas, including the higher order skills of inference and deduction
- make links between reading and writing
- involve parents in the teaching of reading, and encourage children to read a widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live
- use the school library as resource for the teaching of reading, as well as an opportunity for children to browse through books of their own choosing during Library sessions
- support book-related events, such as World Book Day, World Poetry Day and local book fairs

Reading opportunities are provided every day. Emphasis is placed on creating a classroom environment which encourages purposeful reading and a love of books. Environments are print-rich, when appropriate, and displays require children to use their reading skills daily. Children are encouraged to read their own and other children's work, as well as signs, labels, notices and lists etc, which allow them to access all areas of the curriculum, as well as daily routines. Each classroom has an area set aside to provide children with an inviting environment within which to read and a wide selection of books to choose from.

### **Individual reading**

Individual reading is encouraged at both Key Stages. The school follows the ReadWriteInc scheme in the EYFS stage up to Year 2 for some children which develops children's understanding of early phonics and how this applies to their reading and writing. Teachers then use the book-banding system as a prop for the selection of books for children. These bands run from Pink Level to Ruby level, ensuring support throughout both Key Stages. Teachers refer to the Book-banding lists, which offer a correlation between books read and a reading age.

Children change their books regularly, and rereading is encouraged to support fluency. The children's reading and choice of book is monitored by staff. Reading diaries are in place for communication between home and school. Parents are encouraged to support their children's reading. Reading Challenges are in place, in each Junior classroom aimed at encouraging all children to read at home, as well as aiming to encourage parental involvement. Should a member of staff be concerned about parental involvement, a standard 'Reading at Home' letter will be sent home with the child. This letter requires a response from the parents.

### **Guided and Shared Reading**

Staff deliver guided or shared reading sessions once a week, using sets of appealing books, banded according to the book-banding scheme or books aimed at addressing specific focus areas. Records of sessions are made using the guided reading record sheet, which, in turn, are linked to the National Curriculum statements, which we track for whole school analysis. Use is made of the Longmans Guided Reading scheme and the Pearsons 'Bug Club' sets of books, which link well and provide differentiation. However, guided reading sessions are not based solely around these schemes. Staff also use the resource library to borrow books for specific purposes or children.

Attention is also paid to the other activities which take place during Guided Reading. Teachers rotate the children through a pre-read, guided read and post-read activity, all of which are closely linked to National Curriculum targets. It may also be judged that the children should work as a whole class to discuss a text together. During these sessions children will cover a range of activities including discussing the meaning of key vocabulary, alternative vocabulary to that used in the text, true or false statements, key events and inference based activities.