

The Teaching of Reading at EHPS

The Teaching of Reading in Year R

Phonics Teaching.

Children follow Letters and Sounds which is enriched with a range of other phonic strategies and resources, e.g. Jolly Phonics, Read Write Inc. Once each individual's knowledge has been assessed upon entry into school, pupils are taught daily, in small groups. Teaching is through a multi-sensory approach, engaging interest, and allowing for 'over-learning,' in order to embed phonic skills.

Reading for Pleasure

A love of reading is fostered through all areas of the curriculum in our setting. Print, stories and topic books are linked to creative and working areas both in and outdoors.

Children share class stories regularly, choose books from the library and take books home weekly in order to learn and share.

Each year group follows a literature spine for whole class enjoyment. This ensures that children are exposed to high quality literature and experience a wide variety of genres and authors.

Key Stage 1 (Year 1 and 2)

Phonics teaching

Children follow Letters and Sounds and are taught in ability groups (a minimum of four times a week).

Reading

Guided reading sessions take place weekly. Pupils are taught in mixed ability and ability groups, and a wide range of genre is covered throughout the year, developing fiction and non-fiction understanding. During the week some sessions follow the Aidan Chambers 'Tell Me' strategy where children explore images and text and respond to a variety of related and challenging questions posed by teachers this encourages extensive discussion, builds on ideas and sometimes requires a written response.

Adults aim to hear pupils read once per week. Children who do not read at home are targeted by staff before and after school (for further practice) and are also listened to by trained volunteers.

Children are encouraged to take home reading material: a reading scheme book and a book chosen from the library. Pupil choice is often guided by staff.

A love of reading, of both fiction and non-fiction, is fostered across the curriculum. Books are regularly shared and act as a stimulus for learning.

Reading in Key Stage 2 (Year 3, 4, 5, and 6)

Reading

Pupils in Year 3,4,5 and 6 read at least four times weekly in ability and mixed ability group reading sessions, in addition to rolling programmes of 1:1 reading in Years 3 and 4, and targeted 1:1 readers in Year 5 and 6.

Pupils reading sessions are led by teachers and teaching assistants who continue to develop pupil strategies to read unknown words, and advance children's global understanding of the text they are reading. Reading is extensive within the National Curriculum and this is reflected within teaching. There are a wide variety of skills involved in independent reading for example retrieval, inference, deduction but also stamina and fluency. An agreed planning format ensures all areas are covered.

Children in Key Stage 2, engage in a period of silent reading regularly: they are guided to select books as appropriate to level, confidence and interest. Teachers ensure pupils individual choices and group reading activities include a wide range of genres.

Children across the key stage have their own reading record and use this to record and review texts they have read. Adults, parents and pupils are invited to comment within the reading record.

Assessment

In Year 1 there is a national phonics screening check in the summer term. Teachers may use previous screenings as a tool for assessment before the test date.

In Year 2 pupils are assessed using the Interim Framework for Reading as well as a phonics screening re-test, for those who did not achieve the expected standard in Year 1. Year 2 pupils are expected to read 90 words per minute – a speed and fluency emphasis. Staff ensure children are prepared for this by half termly practice from the Spring Term.

Alternative methods are used to support children who find the class strategy challenging these include Read Write Inc., Sounds Write and ELS.

In Year 3, 4 and 5 PIRA is used to assess pupil reading. Year 6 pupils complete past papers for formal assessment.

Alternative methods are used to support children who find the class strategy challenging these include Sounds Write, Switched on Reading (with trained members of staff) and are targeted to read more regularly with an adult.

Reading Enrichment Activities

- **Drama for Writing:** Stories are frequently used as a stimulus for Drama for Writing Units
- **Book Fairs:** Our School Librarian organises a Book Fair twice a year to promote a love of books and reading. This takes place on parents' evenings so that all families have the opportunity to visit. The children are invited to take part in book inspired activities and competitions.
- **Big Books, Class Stories and Novels:** Classes listen to a class novel (from the literature spine) regularly which is read aloud by the class teacher. Pupils are encouraged to discuss the genre, plot and themes, as a class community, in order to broaden and develop a love of literature.
- **Theme Days and Theatre Productions:** These events are often inspired by stories.
- **Reading Genres of all kinds and from a range of cultures and periods:** These reading materials are used across the curriculum to stimulate writing, support historical interpretation, geographical understanding, assembly themes and provide inspiration for animation in ICT and interpretation in dance
- **Dual Language Books:** Our EAL Co-ordinator ensures books are available to support our EAL pupils.
- **School Productions** encourage a love of stories ranging from traditional tales such as Jack and the Beanstalk to Shakespeare.
- **Book Reviews:** Pupil recommendations ranging from class book reviews in Year 3, to 'Recommended Reads' posters in Year 6 engage the children in the promotion of Reading.

- **Literature examples:** A range of quality literature/texts are used to ensure that the children read as readers but also read as a writer. This gives them the opportunity to explore how writer's use language.
- **Library and the Librarian:** Our school librarian ensures that all pupils have access to an exciting, inviting and well-stocked library.

Parent Links :

<http://www.oxfordowl.co.uk/reading/>

Early Reading

<http://www.bbc.co.uk/bitesize/ks1/literacy/>

Early Reading

<http://www.bbc.co.uk/bitesize/ks2/english/reading/>

Year 3-6

<http://resources.woodlands-junior.kent.sch.uk/interactive/onlinestory.htm>

Online audio books

<http://www.booktime.org.uk/have-some-fun/>

Online stories plus opportunity to create own story

<http://www.lovereadng4kids.co.uk/genre/ess/Bookshelf-Essentials.html>

Popular and recommended reads. Some great ideas for family shared reading time

http://www.bbc.co.uk/schools/teachers/keystage_2/topics/literacy.shtml

KS2 games, reading and many more literacy resources

Pupils experience difficulties or causing concern may be referred to the SenCo for specific intervention e.g. Sounds Write, Early Literacy Support, Accelerad-Accelerwrite, Catch Up Literacy, Speed Sounds.