

Approach to the Teaching of Reading at

St John's Angell Town Primary School

READING

At St John's Angell Town, we excel in the teaching of reading. Children are taught to read using a variety of approaches, including the use of phonics and key sight word recognition. Children are taught to read for meaning, ensuring that they have a clear understanding of what they read. This multi faceted approach to reading ensures that all learners are fully equipped with the key skills to be successful readers. We actively promote reading for pleasure. Children are encouraged to read independently, in groups, share books with family and friends, and use reading as a tool to explore their own interests. We have established strong partnerships with our local libraries.

Key Features of Reading at St John's Angell Town:

- There is a consistent, shared approach to the teaching of reading and in particular phonics.
- Guided Reading is taught across all year groups and is taught daily.
- Curriculum targets are set for reading. This allows children to be involved in their learning and self assessment.
- Parent conferencing allows parents and teachers to meet at least three times per year to inform parents about progress and or concerns
- The school encourages reading for pleasure. We believe this is the key to a successful reader.
- Teachers support children with choosing exciting and motivating texts.
- We believe it is highly important for adults in school to model correctly spoken English particularly in the teaching of reading .
- The school uses a multi-strand approach to the teaching of reading. This includes:

the daily systematic teaching of synthetic phonics

developing sight word recognition

use of syntax

The school believes that encouraging children to read for enjoyment is key to their success as a reader. Teachers choose potent texts that will excite the children and motivate them to want to read more.

In order for children in the Foundation Stage and Key Stage One to become successful, independent readers, they need to process a variety of reading skills and knowledge. These include:

- familiarity with syntax (sentence structure and grammatical arrangement)
- good familiarity with the genre of stories
- good auditory memory
- recognition of letters and their sounds
- knowledge of the grapho-phonetic construction of words
- Every teacher provides opportunities for children to develop their reading skills. All classrooms have a quiet reading area where children can select and read books individually or in pairs.
- In addition to these planned reading opportunities, Staff listen to readers individually, on a regular basis.
- Children also take home a reading book to share with their parents. The school recommends that infant children change their reading book at least two times per week.
- Parents are encouraged to update their child's reading progress in the home school reading record.
- In guided reading children are grouped by ability level. Children share the same text in small groups. Children read a section of the text at their own pace. The teacher spends time with each child in the group listening to them read and discussing the text.

As children progress through Key Stage Two, children read progressively challenging texts with improved accuracy, fluency and understanding. Children are able to respond critically and sensitively to the texts they read. They use information books for a range of purposes. Most children are able to read with a good level of independence by the end of year Three. Novels, poetry, comics, letters, short stories and non-fiction texts are just some of the genres that children read.

Each class timetables a daily Literacy Hour where teaching is focused on reading a shared text with the whole class. Children take part in both whole class shared reading guided reading sessions.

The school uses the Pearson/Ginn Reading Scheme. It is a reading programme which has material for Foundation Stage, Key Stage 1 and Key Stage 2. The scheme is supplemented with other reading materials to provide variety as appropriate, Reading materials offer a balance of fiction and non-fiction reading for the children.