



# Charnwood Primary School

## **READING AT CHARNWOOD PRIMARY SCHOOL**

To become independent learners it is necessary to be able to access the written word. The reading process depends on knowledge of inter-related skills, each contributing to the overall understanding of the messages conveyed within a text. Children need to learn to be confident readers so that they can read both for pleasure and meaning.

### **AIMS AND OBJECTIVES**

At Charnwood Primary School our aims are:

- To create a stimulating environment in which children are actively encouraged to enjoy books and are motivated to want to read by themselves.
- To teach pupils to read efficiently and effectively for a variety of purposes.
- To teach the rules governing the structure of language.
- To provide children with an effective phonics program, that meets the requirements of the Rose Review; introduced in Foundation Stage, Key Stage 1 and its use continued in Key Stage 2 where necessary.

### **FOUNDATION STAGE**

Children are taught to read in the Foundation stage using a structured phonics programme:

The origin and subsequent development of the Knowledge Transfer Centre (KTC ) by Ann Smalberger is based on the Letters and Sounds phonics program which is produced by the DFES and provides additional guidance for teachers. She has many years' experience as a teacher, teacher-trainer and literacy consultant in synthetic phonics, working with primary and secondary schools throughout the UK and with children from all backgrounds. Her belief that every child can, and must, learn to read is at the heart of this programme.

Practitioners and teachers provide daily speaking and listening activities that are well matched to children's developing abilities and interests. Sight words will be introduced alongside reading books for children to develop a good sight vocabulary. Children will have a guided reading session at least once a week where teachers can target ability groups for reading and teach specific skills. Children are also given the opportunity to hear a range of stories and non-fiction texts as the teacher reads to the children and shares books each day.

### **KEY STAGE ONE**

In Key Stage 1, teachers will continue to build on the children's reading skills further by sharing books together and modelling good reading as well as continuing to teach the remaining phonic phases from the Letters and Sounds document, using the KTC phonics programme. Children will also have a guided reading session once a week where teachers can target ability groups for reading and teach specific skills.

## **KEY STAGE TWO**

In Key Stage 2 teachers are responsible for continuing the phonics program with children who need extra support in reading. A range of genres will be introduced to older children including autobiographies, letters, diaries, short stories, poems and play scripts. Children will be taught how to analyse texts and comment on author creativity. Children will have a guided reading session once a week where teachers can target ability groups for reading and teach specific skills.

Children are still given the opportunity to hear stories as the teacher reads to the children and shares longer stories/novels. Children will have regular opportunities to read aloud to teachers and peers. From this the teacher can monitor mastery of sight vocabulary, application of phonics, development of fluency and expression, knowledge of the structure of language and audience awareness.

## **READING SCHEMES**

The school uses a number of reading schemes to offer breadth across each level including PM books, Big Cat and Phonics Bug. The reading books are banded into colours depending on the difficulty of the text. Early reading books are phonetically decodable with appropriate 'sight words'. Books will be chosen at the appropriate level for children. Children will have the opportunity to read a range of books including stories, poetry, plays and non-fiction.

Reading books will be changed regularly and the child will only move on to the next level when the teacher feels the child is completely ready. Colour banded books range from Pink Level (early readers) to Diamond Level (bands stretching across Foundation stage, KS1 and KS2). Once children have reached Diamond Level, they will be ready to become a 'Free Reader' where they will be allowed to choose books suitable for their age range.

All children will have a Reading diary, in which comments from teachers, teaching assistants and additional designated adults will be written. Parents/Carers will be encouraged to listen to their child read on a regular basis and comment in the reading diary.

All classes have a 'Reading Record File' in which a record is kept of the children's books read and comments are made to move children's reading on. Parental support with home reading is monitored on a termly basis and parents are asked to come in to school to discuss their child's progress with the class teacher to address any concerns about the level of progress a child is making. Support and advice to help parents support their child with reading at home is offered.