



READING

The school use a range of ways to teach reading. This includes:

- Reading schemes (Oxford Reading Tree, Project X Code, Project X and other graded books)
- Accelerated reader – used for more proficient readers, in key stage two, with a numbered system to ensure that books tackled at home are not simply instructional but enjoyable too to avoid children being 'turned off'. This scheme encourages children to follow up their reading with simple quizzes assessing comprehension
- **It is important that children are read to and read to adults each day throughout their primary years. We anticipate that this will happen at home.** Children are supported to learn to read through several aspects of learning as well as being heard by teaching staff and volunteers. This is sometimes on an individual basis or through a whole class shared reading of a text or as a small group.

Reading requires a range of key skills at an early stage. These include:

- Using phonics skills (letter sounds to decode words). These are taught explicitly each day in Reception and key stage one classes, using 'Letters and sounds' as a basis. Additionally, the school uses Jolly Phonics actions and has a range of rhymes to support this learning. Later, phonics supports spelling and letter patterns are taught systematically across the school.
- As well as initial letter sounds or blends of letters, children learn to use the shape of words to inform reading eg humour and honour have very similar skylines so could readily be read as the other word
- The sense of a passage helps to inform reading eg honour and humour have very different meanings so we would be likely to guess the right one, based on the context
- Grammatical sense can also help inform reading
- Pictures are an important to inform a reader about what is happening – we therefore encourage parents to talk with children about images before reading each page
- Repetition can be a valuable strategy to improve flow and confidence as a reader.

At the beginning of a child's time at the school, parents are invited to a meeting about reading.

By making reading enjoyable and widening children's tastes at the same level, rather than racing through the scheme, is important to future progress. Plenty of conversation about books and parental interest in a child's reading has been demonstrated to make a huge difference to children's reading abilities.