



## Chesterton Primary School

# The Teaching of Reading

- It is our aim to develop enthusiastic and confident readers who can understand a wide range of texts.
- Children will read for interest, information and enjoyment when accessing all areas of the curriculum.

### **Children should:**

- Develop the ability to read aloud fluently and with expression in a range of contexts;
- Develop the ability to read for meaning;
- Develop the skills required for the critical reading of texts;
- Be encouraged to read a wide range of fiction, poetry and non-fiction materials;
- Be taught an orchestrate full of cueing strategies for reading including:

Phonic (sounding the letters and blending them together);

Visual (whole word recognition and analogy with known words);

Contextual (use of picture and background knowledge);

Grammatical (which words make sense);

These to be taught during shared and guided reading.

- Be encouraged to listen attentively;
- Gain awareness of the close links between reading and writing activities.

### **Foundation Stage:**

Reading opportunities are given on a daily basis. A wide range of approaches are used to provide first hand experiences for the children. The children are taught in a stimulating environment that is rich in written print. There are focussed periods within the day when small groups of children share books in a more structured way - i.e guided reading. The class teachers share books with the class and regularly read stories and rhymes. Phonics is taught daily and follows the Floppy Phonics Program (a systematic synthetic phonics approach). It covers all the pre requisite skills for reading such as sound identification, sequencing, reproduction and discrimination.



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The children are given an individual reading book to take home when they are ready. The teacher reads with the child and encourages reading to take place at home.

## **Year 1/2:**

Children are given a reading book at an appropriate level to take home, together with a reading record. Children's individual reading will be monitored by staff and supported by classroom assistants. Each time a child reads, at home or at school, a comment will be written in the reading record. It is expected that children read at home with an adult as often as possible.

Phonics sessions take place five times a week and lasts 30 minutes. Phonics activities are practical and fun, to encourage learning – they follow the Floppy Phonics progression. During shared and guided reading, phonics work is reinforced in the context of real texts. Writing activities follow on from shared reading with a balance of reading and writing.

## **Guided Reading**

The purpose of a guided reading session is to deepen children's inferential, retrieval and decoding skills.

Children are placed into similar ability groups which are reviewed on a regular basis.

The text chosen for a given guided reading session should challenge the group in terms of meaning and word difficulty. The text chosen should ideally always link to the current unit theme.

There should be a balance of fiction, non-fiction and poetry texts chosen for guided reading sessions over a half-term period. The texts chosen may reflect the unit of work being carried out in English sessions or the teacher may choose a text which will lead onto the following week's unit of work.

## **Big Reading:**

Big Reading works! Big Reading provides a school with a definitive, comprehensive model that ensures both teachers and children know what they can and can't do, identifying any gaps to accurately inform the next steps in teaching and learning.

From its conception to its current success in schools, Big Reading's driving force has always been for all children to learn to become readers. The term 'reader' means, to us, more than to be able to decode. To be a 'reader', children should find books 'funny, exciting and wonderful'; a rich source of amusement, entertainment, escapism, information as well as thought-provoking and, at times, challenging.

At the heart of Big Reading is the Oxford Reading Criterion Scale which provides a criterion referenced reading 'journey' for children, from their very first 'pre-reading' steps to their complex and intricate understanding of texts at Standard 7 and beyond. The Oxford Reading Criterion Scale is a detailed and effective form of reading assessment. However, it is also the reading 'teaching' journey for the children you teach, therefore answering the 'What to teach'. True 'Assessment for Learning' happens when the teacher knows exactly what the child needs to do next; this is communicated to the child so they also know, then teacher and child work together towards a common goal, engaging with and thinking about the journey, regularly pausing along the way to reflect on the learning that has taken place.