Reading Rationale –

At Oldmixon Primary School we are wholly committed to teaching every child to read, regardless of the social and economic circumstances, ethnicity, the language spoken at home and special educational needs or disabilities.

This aspiration for each of our children is based upon the need for them to enter the world of work as articulate and literate individuals with a strong love of reading. We recognise the responsibility to send children to secondary school having mastered at least the basic elements of reading. We aim to ensure that all children have the chance to follow an enriching curriculum by getting them reading early: learning to read → reading to learn.

Competence in reading is the key to independent learning and has a direct effect on progress across the curriculum. We want out children to be ‘readers’, not just children who can read but have discovered that it is an activity worth doing.

Children with specific reading, speech and language and hearing difficulties are identified early and supported through the expert professional support of our Specialist Speech Language Therapist and a range of programmes in school. External support and help will be sought where necessary.

Approaches to teaching and learning

The teaching of reading must be carefully planned to meet the needs of all our children taking into account low literacy baselines and inconsistent home support. We recognise the importance of taking a consistent whole school approach to the teaching of reading to close any gaps and to target the highest possible number of children to attain:

End of Early Years Foundation Stage: Early Learning Goal achieved

Success in Year 1 Phonics Screening Check – All children achieving a pass in the Phonics Screening test by the end of Key Stage 1

Children achieve at least expected in Year 2 (Reading SATS)

Children achieve at least expected year on year in curriculum expectations

Children achieve at least expected on their Year 6 SATS.

At Oldmixon Primary School, every attempt is made to ensure that children have many and varied opportunities to read. This means both within in the English lesson and across the curriculum; throughout the daily timetable.
Opportunities for reading are:

- Individual reading (1:1 reading with an adult in school)
- Phonics using Read Write Inc approach
- Whole class reading 3-3.15pm
- Guided reading in small groups using the Reading Rainbow developed by Jane Considine ‘Hooked on Books’.
- Reading across our Enquiry curriculum
- Independent reading
- Home reading opportunities
- Opportunities to listen to stories read aloud on a regular basis
- Appropriate Level Texts
- Reading comprehension
- Afterschool library provision

At Oldmixon Primary School, much time is invested into the training of teaching and support staff so that they are equipped and confident to deliver the teaching of reading. All staff have been trained in higher level questioning through reading and reading fluency; phonics, benchmarking and Salford Reading Age Test. Children are taught to see that reading is part of their everyday life from recognising their name in Nursery to receiving a book award in our weekly celebration assembly.

Leadership and Monitoring:

Monitoring of the teaching and learning of reading takes place through various means:

- Observations of guided reading and phonics teaching
- Monitoring of planning and recording keeping including assessments
- Learning walk to establish whether reading has been given a high profile within each classroom (displays, reading records, classroom reading libraries)
- Pupil Voice and staff surveys to identify strengths and areas of development
- All evidence gathered is used to form an action plan for reading, including training requirements, support needs and resourcing.

Parent/Carer Involvement:

We acknowledge that it is the job of the school to teach a child how to read and to develop as a reader. However, we know that some of the best readers will also be reading within the home environment. Parents are encouraged to listen to their children read at home and able readers are expected to read independently at home. All children take home ‘reading’ weekly. Parents/carers are asked to comment/sign their children’s reading record book every time their child reads at home. Staff write comments when they hear children read individually. They also include tips for parents/carers about how to best support their
children in reading, for instance, examples of questions that they can ask, strategies that are being practised and how develop specific elements such as expression or fluency. In upper Key Stage 2, children take more responsibility for logging when they have read and write a comment about what they have read.

Workshops are held each year to inform parents/carers of how we teach reading and phonics and the different skills involved.

**Key strategies for becoming a successful reader:**

**Concepts about print**—open front cover- turn pages appropriately-understand that left page comes before right – understand that we read print from left to right- match spoken word to printed word (one-to-one correspondence)

**Decoding, blending and knowledge of the alphabetic code**— sound talk words-identify known grapheme-break words into chunks/syllables

**Self–monitoring and self-correction**—stop if doesn’t make sense/sound right/look right- the adult should not intervene too quickly when an error is made, but allow time for the child to self-monitor.

**Rereading**—reread a phrase or sentence to check, confirm, problem solve or self correct. Have a ‘run up’ to a tricky word and think about what would make sense.

**Phrasing and fluency**—When children first learning to read, they need to have control over one to one matching and pointing to the words is useful. However, this can slow reading down children begin to think that ‘reading’ means ‘word reading’. As soon as one to one matching is secure, children should be encouraged to speed up and stop pointing. We should not accept slow, staccato, word-by-word reading. When this becomes a habit, it is very hard to break. An expectation of making the reading ‘sound good’ is fundamental. If reading is fluent and phrased, comprehension is easier, which allows meaning and structure to be used for problem solving.

**Retrieval**—Locating information in the text to answer a question.

**Inference and deduction**—Children should be encouraged to ask their own questions about their reading. They are taught inference through reading comprehension tasks, guided reading (rainbow reading) and activities across the curriculum.

**Authorial awareness**— point of view, linguistic choices, structural choices and context of text.