

Ladybrook Primary School

Reading Guidelines

“Pupils should read widely and across all subjects” Ofsted, outstanding schools

Aims and objectives

Reading is the key to learning and in a print rich environment, it is essential that children become confident and fluent readers. We aim to foster positive attitudes to reading through positive role models, encouragement and the provision of appropriate resources to all individuals. In achieving this we are enabling our children to both enjoy the literate environment in which they live by becoming part of it and ensuring their future success as learners.

An important note...

Reading has continued to develop over the years at Ladybrook and our reading standards are pleasing – both in teacher assessment and standardised tests. The introduction of the Literacy Strategy recommended changes to the teaching of reading that we, as a staff, did not wholly support. Although the breakdown of skills and expectations for year groups was supportive, as is the replacement Literacy Framework, the suggestion that teaching reading on an individual level was ‘abandoned’ was concerning. It was to that end that we decided to continue with a core reading schemes and individualised reading programmes at home and school as well as using guided reading. This has always been wholly supported by parents, governors and staff.

Teaching Reading

Reading involves a complex interplay of skills and not all children learn using the same skills. We therefore have to accommodate learning styles and preferences. These skills will, of course, be taught in a print rich environment encouraging even the youngest children to read for meaning. Reading skills cannot be taught in isolation and are best taught alongside each other in a developing spiral as children progress through school.

Skills to develop reading ability;

1. Comprehension
 - a) Prediction
 - b) Sequencing
 - c) Recall of significant details
 - d) Make use of previous text to interpret new text
 - e) Relate stories to their own experience
 - f) Distinguish between fact and opinion

- g) Respond at various levels to the plot, characters or ideas and refer to relevant passages to support their opinions
2. Reading Strategies
 - a) Phonic strategies – the breakdown of words into smaller units of sound (44 sounds in the English language)
 - b) Contextual clues reading on and back for meaning (anaphoric and cataphoric referencing)
 - c) Picture cues
 - d) Syntactic cues
 - e) Paying attention to punctuation
 - f) Reading aloud to an audience
 3. Sight Vocabulary
 - a) Develop a bank of words that children can recognise by sight.
 4. Study Skills
 - a) alphabetical order
 - b) dictionary skills
 - c) using blurb, contents, index to locate information within a book
 - d) use databases and library classification systems to select information

How do we ensure successful teaching and acquisition of these skills?

As discussed earlier the Literacy Framework breaks down these skills into appropriate year groups and develops them in a spiral curriculum as children progress through school. However, it must be acknowledged that some children may need to work from earlier skills if progressing slowly, or later skills if very able. Alongside the framework we have developed strategies of our own to help promote reading development and there are certain expectations of all year groups.

All classes have three author foci each year and although teachers are free to change these as they choose or as a topic dictates, favourites are listed in the appendix.

Children on the reading scheme (Oxford Reading Tree and Project X) will have one reading scheme book and one independent read. The independent read is a level below reading ability to encourage independence. The scheme book should challenge sufficiently to be instructional without being too hard (approx. 90% accuracy in terms of decoding and comprehension is an instructional level).

Once children leave the scheme, they will begin green sticker books to ensure they are monitored carefully. Teachers need to be aware green sticker books vary considerably from each other and so must observe choice carefully. This is to ensure children are developing the skills necessary to choose their own books eventually.

Children reading library books (non-scheme books) will be able to take home a second library book if they choose for their own enjoyment in consultation with the class teacher. This could be an age

appropriate picture book or non-fiction book. Older readers may choose books from home in consultation with the class teacher to ensure suitability.

Strategies specific to year groups

Foundation Stage – Nursery

As children are ready, they are introduced to Oxford Reading Tree picture books to familiarise themselves with characters. ORT big books are used in class.

Foundation Stage – Reception

Images of ORT characters and their names are practised and sent home as games.

Key words are sent home with all children to practise at home. Initially this is O.R.T vocabulary, but then moves to key words. They may be in a variety of formats, but as the year moves on children are introduced to Rocket sheets (appendix). These show key words; children have a sheet for two weeks – one week to learn to read, the second to learn to spell.

Within reception, we use Just Phonics; a synthetic phonics scheme to encourage rapid response of sounds and to develop the skills of word building. Parents are encouraged to have the supporting flash cards, writing mats and handwriting rhymes at home to support work in school. They are provided with a 'Developing phonics at home' booklet.