

## Our approach to READING at Ombersley Endowed First School

Reading is vital life skill and we are passionate about encouraging our children to become enthusiastic and reflective readers. Through contact with interesting, challenging, high-quality texts, we aim to develop both reading comprehension and reading for pleasure.

Our library stock has been reviewed and updated to create an inviting and engaging Library area for our pupils. Library Volunteers come in each week. There is whole class reading input as well as input within English lessons and non-core curriculum.

All children read to adults in school on a regular basis at least once per week. Reading books are book banded and levelled. Our support staff and volunteers who are supporting reading in the school are trained as reading partners. Support staff are Better Reading trained.

Every class has daily whole class reading input as well as input within English lessons and non-core curriculum. Testing is carried out at least 2 times a year using Rising Stars assessments. This ensures that all children who are working below age related expectations in the school have reading Interventions.

- Sharing texts during whole class reading sessions creates excitement around stories and other text types and develops the children's comprehension skills. Children are explicitly taught the skills that they need to be successful readers such as inference, prediction and summarising. This is done through a range of activities, including guided reading, answering different types of questions, writing tasks, discussion and drama.
- Key Stage Two have daily Everyone Reading in Class sessions (ERIC).
- Stories are shared on a daily basis with Foundation Stage and Key Stage One.
- All children have a Home School Diary which can be used to record the reading children complete with others.
- At Ombersley Endowed First School children will learn to read with confidence, fluency and understanding, providing them with the skills required to achieve a lifetime of enjoyment through reading.
- Children read in school independently, in guided groups, with reading buddies, and as a shared class session. They listen to adults and other children read, taking part in paired reading with their own and other age groups.

### **EARLY READING**

#### **Phonics**

At Ombersley Endowed First School, early reading is taught using synthetic phonics as the main approach to reading. Pupils are systematically taught the phonemes (sounds), how to blend the sounds all through the word for reading, and how to segment the sounds in order to write words. They are taught to use their phonic skills and knowledge as their first approach to reading, but also taught high-frequency words which do not completely follow phonic rules.

Progress is continually reviewed and children are formally assessed at the end of each term.

The national Phonics screening check is performed in June of Year 1. Prior to this, the Year 1 phonics workshop gives parents information about how they can support their children at home with phonics. The purpose of the screening check is to confirm that all children have learned phonic decoding to an age-appropriate standard. The children who did not meet the required standard for the check in year 1 enter again in year 2 with additional support. As children enter KS2 provision is made for those children still requiring daily phonics.

#### **Reading Scheme**

At Ombersley Endowed First School, all our early reading books are colour banded. Children will be given a colour band to choose their home reading books from, which will help ensure

that the book selected is at the correct reading level. Every colour band offers a range of reading experiences, so they can explore a range of stories, text types and illustrations.

Once children have progressed through the reading scheme, pupils will have an independent reading book of their own choice to read from the class or school library.

**Teachers may assist pupils by:**

- Guiding them to books appropriate to their ability and interests
- Asking probing questions as your child reads and before quizzing
- Pairing your child with others, reading with or reading to your child.

Since they are reading books at their own reading and interest levels, most children are likely to be successful and enjoy the books and quizzes. Best of all they learn and grow at their own pace.

**How can I help my child become a better reader?**

As with anything, performance improves with practice. According to research, children who read at least 20 minutes a day with a 90% comprehension rate see the greatest gains. Encourage your child to read at home, discuss books, ask questions about what they have read and visit your local library.

**Developing Reading for Pleasure**

We try to encourage a love of reading by holding book themed days e.g. Roald Dahl Day and events both as individual classes and across the whole school e.g. Reading Challenges such as World Book Day and Readathon. Throughout the year we invite storytellers, poets and authors into school, as well as trips out of school to promote reading for pleasure. Reading assemblies take place regularly, introducing children to a variety of literature. In our school library, we promote reading using story sacks, toys and props to bring the stories alive. Children's suggestions for new books are encouraged and purchased.

**Assessment of Reading**

Reading is assessed regularly and monitored on the school tracking system. In addition, children are assessed using the Rising Stars reading test to check progress. Liaison with the school SENCO and external agencies is arranged for children who require additional support and reading interventions.

Each taught session provides children with opportunities to revisit previous learning, be taught new skills, practise skills and apply what they have learned.

Children develop skills through shared, guided and independent reading and writing.

In KS2 children continue to develop phonic skills within spelling, punctuation and grammar lessons, as well as through shared, guided and independent reading and writing.