

Reading at Colton Primary School

“Reading is the gateway skill that makes all other learning possible.”

Barack Obama



Nursery

The focus in Nursery is to develop children's language and communication skills. Early matching, categorising and sorting activities within the Nursery environment are used to develop visual discrimination skills needed for early reading.

Books are shared with the children daily and children are motivated to look at and talk about story and information books in their child initiated play, they utilise books in all areas of provision. As part of Talk for Writing, books are repeated and actions are used to help children to remember and retell stories.

There is a focus on phase one phonics in Nursery, children take part in small group activities which involve listening walks, sound discrimination and joining in with action songs. To support children develop their phonological awareness before entering Reception, some set one letter sounds are introduced through informal play based activities.

Reception

In Reception, books are shared daily with pupils to support and develop a love for reading. Children begin to read by recognising and saying letter sounds. This progresses to blending CVC (consonant vowel consonant) words, then reading and understanding words and short sentences, including digraphs, trigraphs and tricky words. Children in Reception read in a Read Write Inc phonics session every week. This can take the form of key words, sounds or RWI phonetic books. Children read sentences alongside a peer, while being supported and heard by an adult. Once the children are confident blending words, a reading book and reading record will be sent home. If children are not ready for reading books they will be sent a 'ditty' book to practice sound blending. They will then be given a 'book bag book' at their appropriate phonics level to rehearse previously taught sounds. Parents are expected to listen to their child read, ask questions about the book to check comprehension and make comments in their child's reading record. Children who need additional support with blending words and reading sentences will have one-to-one or group reading sessions with an adult each week. Children have opportunities to take home a book from the school library.

Key Stage One

In Key Stage One, a love of reading is fostered across the curriculum by exposing children to a rich variety of engaging and appropriate texts. Children read daily in phonics lessons, thus improving vocabulary and comprehension. Texts are chosen at an appropriate level focusing on the sound they are learning in the session. Read Write Inc assessments are completed half termly, and groups are reorganised to best provide appropriate support and challenge. Key words and phonics sounds are sent home to reinforce the children's learning.

Individual reading books are sent home weekly and parent comments are expected and responded to in Reading Records. In addition, children are able to access Oxford Owl banded texts on the interactive board and as a reading tool at home. Teachers monitor each child's progress and set targets based upon their fluency and comprehension, interventions are then put in place to support this. Children who require additional support with reading skills will have one-to-one or group reading sessions with an adult each week.

Whole class reading sessions and teacher led story time takes place every day. Children have the opportunity to choose a book to be read aloud to them. These books are selected from the School Library Service and are replenished termly. Children are also read more challenging novels chosen by the teacher.

Key Stage Two

Children are read to every day through a variety of texts. Lower Key Stage Two, have the fantastic opportunity to be immersed in 10,000 books at the tip of their fingers through the interactive app EPIC. Children also have 'enjoyment of reading' time where they will read a book of their choice and are encouraged to record how much they have read in their reading record books.

Reading is taught three times a week through whole class reading. Children are exposed to a variety of high-level texts. In these sessions children develop their comprehension skills using VIPERS.

Home reading is recorded in the child's reading record book, where the use of VIPERS is promoted.

Children who require additional support with reading skills will read their individual reading book frequently throughout the week. They will also be given time to work in interventions that may include a variety of approaches such as Read Write Inc.