



**Dorney School**  
**Guide to Reading**

Our ambition at Dorney Primary School is to teach all of our pupils to become able and avid readers. We aim to ensure a balanced mix of approaches to reading so that our pupils achieve the skills required, a positive attitude, confidence, as well as an interest in, and a life-long love of literature.

## **Provision for Reading at School**

### **School Library**

We are proud that our pupils have access to a well-stocked library with a wide range of high-quality texts. There are weekly timetabled sessions to visit and enjoy the library. All pupils may borrow a library book to take home. Mrs Lockwood is our school librarian who organises the library and book events such as World Book Day throughout the year.

### **Class Libraries**

Each class has a dedicated reading area stocked with quality fiction and information books. Pupils are encouraged to use this area and are able to take home books that interest them. Class teachers maintain these areas and ensure they promote a love for books and reading. Each class is also equipped with dictionaries, thesauruses and atlases to ensure that pupils have access to information they require.

## **Teaching Reading at School**

Dorney School is totally committed to ensuring that we teach every child the complex skills of reading. We understand that the ability to read will ensure access to the wider curriculum and will provide them with the key to unlock the world around them. Alongside the teaching of reading, all staff encourage reading for pleasure and enjoyment.

Teachers plan their reading lessons based on the **National Curriculum (see below)**.

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching strategies are required for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-trove of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are

able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

In all classes staff read aloud to pupils from a variety of literature as often as possible. We believe that pupils learn to read not just by reading themselves but also by listening and being exposed to the vocabulary, ideas and penmanship of authors.

Teachers also teach, encourage and assess reading through other subjects and lessons too. Good examples are religious texts and stories in RE, historical documents and facts in History and information on scientists and artists in Science and RE.

## **Foundation Stage and Year 1**

The main strategy to teach reading in Foundation Stage and Year 1 is through daily phonics lessons. We teach phonics using Letters and Sounds; combined with the LCP scheme of work and Jolly Phonics resources. Pupils are taught how to blend and segment simple and more complex words, captions, sentences and simple texts. We also teach pupils to recognise and read 'sight' and 'high frequency' words. Teachers regularly read to the children, too, so the children get to know and love all sorts of stories, poetry and information books. This helps to extend children's vocabulary and comprehension, as well as supporting their writing. At the end of Year 1, pupils take the phonics screening check. This is an assessment that identifies how well pupils are able to blend and read. Pupils have a chance to re-sit this check in Year 2 if they do not meet the required standard.

## **Year 2**

Most pupils will continue to use their phonics skills and will be taught/encouraged to use other strategies to develop fluency. Daily phonics sessions are organised for pupils who require further support. Guided reading sessions are planned three times a week. This is where teachers guide a group of pupils to develop the skills of reading. This session is personalised to the group of learners. At the same time, other pupils are working on a range of reading activities independently. Towards the end of Year 2, pupils are taught through whole class guided reading. Pupils record any notes or vocabulary work in a jotter book that may be checked by the class teacher. This work is not marked.

## **Whole Class Guided Reading (KS2 – Year 3-6)**

The teacher selects a high-quality piece of children's literature or non-fiction text that will challenge all pupils. It should be at a level beyond that at which they can read independently, as specified in the English National Curriculum. The text can be linked to a relevant topic and used to benefit other subjects, e.g. humanities and science. The learning objective for the session is the same for all pupils. Pupils will have access to the same activities and levels of questioning but with differing levels of support provided, depending on pupil needs. The teacher reads the text to the class, modelling fluency, intonation and comprehension, and pupils follow the text with their own copy. The teacher uses skilful questioning and discussion to help pupils get to grips with new vocabulary and develop their understanding of the text. Pupils work on activities that help them to develop their comprehension of the text. Depending on the activity, pupils may work in mixed-ability groups, pairs or by themselves. Activities do not always need a written outcome, for example; you may use drama to help children explore a character through role-play, debates or freeze frames. Written activities are recorded in jotter books, which may be checked by the class teacher. These books are not marked. The teacher makes assessments at the end of the lesson to inform future planning.

**All teachers** across school will listen to individual pupils read on a regular basis. This may happen at any point during the school week and during different lessons; allowing for flexibility. These sessions give teachers an accurate picture of a pupil's reading ability and enable teachers to assess pupils, and organise relevant support or interventions if necessary. Pupils are issued books that match their reading ability with appropriate levels of challenge. They are encouraged to read these books at home with an adult, who are asked to write a comment as a record that their child is practising their reading skills at home. Parents are advised to sign reading records at least four times a week

## **Assessment of Reading**

Pupils are assessed carefully in a variety of ways and their progress monitored by class teachers and leaders. Reading progress is evaluated daily during reading lessons and in other sessions that require reading or reading comprehension. In Reception and Year 1, pupils are assessed on their ability to recognise phonemes and use this in blending, segmenting and early stage of reading. This carries on in Year 2 with the additional reading tests to test for reading speed and comprehension. From Year 3 to 6, pupils are regularly assessed for reading skills and comprehension. Some form of formal testing such as SATs practise papers are also used to gather evidence of progress.

## **Support and Intervention**

Through daily formative assessments, class teachers will ensure interventions are planned for pupils who may require extra support. Support may be organised flexibly and in a variety of ways e.g. quality first teaching, extra reading/phonics sessions or specific reading catch up programmes as recommended by SENCo.

## **Parental Engagement**

We believe that our pupils will be much more successful at reading when they receive encouragement and support from all adults. Home school partnership is essential in ensuring pupils develop fluency and a love for reading. Parents are encouraged to listen to their child read as often as possible and record this in their child's reading record (see above). Parents of Foundation Stage and Year 1 pupils are invited to attend phonics and reading workshops at least once during the school year.

There is a wealth of information and resources on the school website on how to support your child at reading. As a school, we encourage all adults, at home and at school, to model reading and storytelling and we recommend making reading for pleasure a regular activity at home especially at bedtime. Current research has shown that nearly 50% of children in England do not get a bedtime story.

We believe that every child at Dorney School should be read to everyday.